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ABSTRACT

The 27 papers included in this proceedings report focus on various aspects of institutional effectiveness and student outcomes. The papers are: (1) "Assessment Update: Ends, Means and Results" (Banta); (2) "The Top Ten Issues Facing America's Community Colleges" (Lorenzo and Banach); (3) "Assessing Institutional Effectiveness in Continuing Education and Economics/Community Development" (Cosgrove); (4) "Assessing the College Mission" (Quinley); (5) "Planning for Student Success: What Counts with the Community College Faculty?" (Gerber and Aspinwall-Lamberts); (6) "Innovative Research Strategies for Evaluating and Enhancing Student Success" (Gratton, Tichy, and Walleri); (7) "Therapeutic Leadership" (Anthony and others); (8) "Finding Higher Ground: Strategic Planning for Effecting Positive Student Outcomes" (Griffin and McClenney); (9) "The Effectiveness Process: How Policy, Strategic Dollars, and Institutional Involvement Evolved into Key Outcomes" (Grey and others); (10) "Program Review: The First Step toward Resource Allocation" (Davis and Moss-Brooks); (11) "Measuring the Effectivness of the Transfer Function" (Bers, Seybert, and Friedel); (12) "Improving College Effectiveness through International Education" (Harper and Finley); (13) "Improved Student Services through Improved Customer Satisfaction" (LaVista, Peterson, and Regan); (14) "Monitoring Instructional Effectiveness Using Critical Success Factors" (Hudgins and Cannon); (15) "Instructional Quality Assurance" (Herder and others); (16) "Melding Quality and Effectiveness Initiatives: A Dialogue of Self and Soul" (Watson and Folkers); (17) "Process to Product: Dallas County's Approach to Development of Strategic Goals and Measures of Effectiveness (Tucker, Pool, and Stegall); (18) "Institutional Effectiveness Improved through Meeting Accreditation Criteria and Performance Funding Standards" (Bowyer); (19) "2020 Vision: The EICCD Moves into the 21st Century" (Blong and Friedel); (20) "Support Program for Part-Time Faculty" (Bradwish-Miller); (21) "Hands-off Administration: An Oxymoron That Works" (Bers, Storinger, and Lockwood); (22) "Developing a Climate to Promote Collegiality among Faculty and Staff" (Amos and Cameron); (23) "Measuring Mandated Institutional Performance in New Jersey: A National Model" (Messina and Fagans); (24) "Improving the Effectiveness of Student Development Services" (Lightfield and Reynolds); (25) "Effectiveness and Student Success in the Community College: Assessment of Student Learning and Development" (Johnson); (26) "Directions and Strategies for Ontario Community Colleges: Results of Vision 2000 (Rundle); and (27) "Employers Speak Out" (Aspinwall-Lamberts. (JMC)

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Proceedings from

Effectiveness and Student Success: Transforming Community Colleges for the 1990s

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and

The Consortium for Institutional Effectiveness and Student Success in the Community College

June 24-26, 1990

Toronto, Ontario
Canada

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Assessment Update: Ends, Means and Results

CONSORTIUM PROCEEDINGS

Assessment Update: Ends, Means and Results

Effectiveness and Student Success Second Annual Summer Institute
The Consortium for Institutional Effectiveness
and Student Success in the Community College
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Keynote Address Presented By
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We are entering a second decade of intense interest in assessing institutional effectiveness and providing evidence of our accountability for what we are doing in the name of higher education in this country. I would like to consider where we started, where we find ourselves today, and what we have learned.

A Brief History of Assessment

Before there were any governors or legislators or trustees clamoring for outcomes assessment, there were a few institutions whose presidents decided to undertake a program of assessment simply because they thought it would be good for students and good for the institution. The names of these pioneers are well known to you: Sister Joel Read at Alverno College in Milwaukee, Charles McClain of Northeast Missouri State University in Kirksville, and Bob McCabe at Miami-Dade Community College. Each of these institutions employed assessment of student outcomes in a broader program designed to enhance their effectiveness in meeting students' needs.

In 1979, the Tennessee Higher Education Commission, frustrated and dissatisfied with enrollment--student numbers alone--as the key driver for the state's funding formula, began to experiment with the assessment of student outcomes as an alternative source of information on which to base the allocation of public funds for higher education. Performance funding stimulated the University of Tennessee, Knoxville to join the other pioneering institutions in determining how the assessment of student outcomes could enhance overall institutional effectiveness. Thus it came to pass that in 1984 Peter Ewell chose to turn case studies on the assessment programs at Alverno, Northeast Missouri, and UTK into a book which he called The Self-Regarding Institution.

Beginning with the National Institute of Education's Involvement in Learning in 1984, a series of reports critical of higher education began to emerge. The Association of American Colleges published Integrity in the College Curriculum in 1985, and this was followed by other reports developed under the auspices of the National Governors' Association, the American Association of State Colleges and Universities, the Education Commission of the States, and finally the Carnegie Commission in the form of Ernie Boyer's College: The Undergraduate Experience in America (1987). In more or less explicit ways, each of these half-dozen national reports called for institutions to pay more attention to the assessment of student outcomes as a means of improving teaching, learning, and institutional quality.

In 1984, state coordination boards in Virginia and New Jersey began to use incentive funding to encourage public institutions to consider assessing student outcomes. Led by the Southern Association of Colleges and Schools, in the mid-80s virtually all of the regional accrediting bodies moved to include outcomes assessment in their approval criteria. This may have been the most influential development in capturing the attention of private colleges and universities with respect to outcomes assessment. But if that was not enough, in 1988 the Secretary of Education implemented a regulation that henceforth any disciplinary accrediting body hoping to win the Secretary's approval would have to include outcomes assessment in its accreditation criteria.

Through all of the early years, and even today, the best place for institutions to look for funding assistance for trying out campus assessment alternatives was, and still is, the Department of Education's Fund for the Improvement of Post-secondary Education. In 1986, FIPSE funded two national centers that continue to function as resources for the higher education community in the assessment arena: the Assessment Forum at the American Association for Higher Education offices in Washington, and the Assessment Resource Center, now the Center for Assessment Research and Development, at the University of Tennessee, Knoxville. Both organizations provide written materials, consultation with individual campuses, and annual conferences. In 1989, AAHE received a second 3-year FIPSE grant to support its national conference. UTK continues its annual fall workshop and dissemination activities on a self-supporting basis.

Where Are We Now?

From the activities of a handful of pioneering institutions, interest in assessment has mushroomed to such an extent that we now find more than 70 percent of the nation's colleges and universities--including 75 percent of community colleges--implementing outcomes assessment in one form or another. The small number of state initiatives begun in the mid-1980s became such popular topics at national meetings that now almost three-fourths of the states are asking public institutions to do something about assessment.

Now it's not just the regional accrediting associations that are concerned about assessment; virtually all of the disciplinary associations currently devote at least a small segment of their annual programs to the topic. Just in the past year, our center at UTK has been contacted about speaking at the annual meetings of the heads of departments of accounting, agronomy, speech communications, and journalism, and by the national association of teachers of agriculture. In addition, the influential Modern Language Association and the John Dewey Society of professors of educational administration have asked for presentations on assessment.

I remember making a call to the AACJC office in 1985 for some assistance with our first national conference, and being told that only a handful of community colleges were doing anything about outcomes assessment. I think part of that response can be attributed to a problem of semantics: Most of you have been concerned about such outcomes as placement, transfer, and persistence since your establishment, but only recently have you begun to refer to those concepts as student outcomes. Nevertheless, the fact remains that much has happened in the past 5 years in the name of assessment and the pursuit of institutional effectiveness. Now you have this consortium, Project Cooperation, and the League for Innovation's task force on institutional effectiveness.

In addition to the annual conferences and workshops sponsored by Alverno College, AAHE, and UTK, in the last three years at least half of the states have organized their own conferences on assessment, and more specialized national meetings are occurring, such as those held at Kean College and at Montclair State University in New Jersey and one sponsored by the National College of Education in Illinois, which will take place in October.

Networks of institutions in states like Virginia and South Carolina have established their own assessment organizations and newsletters. Nationally, Jossey-Bass Publishers of San Francisco has launched the quarterly Assessment Update, which I edit.

The Association for Institutional Research has held two international conferences on assessment for institutional researchers, and last summer UTK sponsored its first International Conference on Assessing Quality in Higher Education at Cambridge University in England. Response to that event was so positive that this year we will host our second international conference at St. Andrews University in Scotland, July 24-27.

In the last four years, there has been an enormous increase in interest in the assessment of quality in higher education in Great Britain and Europe. In 1986, UTK was invited to present the U.S. Case Study on the Assessment of Institutional Effectiveness at a conference sponsored by the Organization for Economic Cooperation and Development at its headquarters in Paris. At that time, we were regarded as curiosities by the French and English, who said "The press for assessment that you are describing will never happen here."

But what a difference four years have made! In England, the University Grants Commission, which provides British universities with most of their funds, has recently asked these institutions to introduce performance indicators and to furnish evaluations of their work.

In France, the President has created a National Committee for Evaluation to undertake special studies designed to provide broad evaluations of French universities.

In Holland, a Ministerial bill, "Higher Education: Autonomy and Quality," has encouraged academic institutions to their own internal evaluations, but also provides for evaluations by independent external visitation committees that operate under the auspices of the Ministry of Education.

In Sweden, the National Board of Universities and Colleges, which is directly responsible to the Swedish cabinet, has been commissioned to evaluate higher education for the purpose of gathering information for central decision-making.

There are two other international developments that I would like to describe in a bit more detail. Last fall, the US Secretary of Education Lauro Cavazos appointed a 19-member National Study Panel on Education Indicators. Two meetings have been held in Washington since November. The panel will prepare suggestions for what are called "indicators," some of which will be tied to the governors' goals that came out of the meeting at Charlottesville last Fall. But we're talking about a broader set of goals as well, and the indicators will span the spectrum of education in this country--from preschool through postsecondary levels (Banta, 1990a).

A similar project involving 20 Western nations is being conducted by the OECD in Paris. Several task forces have been appointed, and they are meeting independently. Results, i.e., suggested indicators for international use, probably will not be available for 18-24 months.

The Southern Regional Education Board in Atlanta has developed and published in the last year Challenge 2000 Goals, and asked member states to adopt their own versions of these goals, plus indicators of their accomplishment. A typical state response is that of Tennessee, where the legislature instructed the Tennessee Higher Education Commission and institutional representatives to adopt goals and measurable indicators of progress, and said, "Do it within a year." All of these indicator projects are taking place **SIMULTANEOUSLY**. At our meetings in Washington we find ourselves wishing that the international indicators were available to inform our national project. In Tennessee, we wish the national indicators were available to help us with the **STATE** indicators. But **NO**. We'll have to write the ones for Tennessee first, then the national and international ones will come along almost at the same time. And we'll just hope there's some congruence among the proposed approaches when we all finish.

Also in 1989, my friend John Harris at Samford University in Birmingham, Alabama drew me in as a contributor to a Study Group on the Evaluation of Higher Education sponsored by the US Department of Education and the Institute for the Management of Higher Education of the OECD. The purpose of the Study Group was to explore the feasibility of cross-national assessment of the achievements of college students. In part, the impetus for this study came from those involved in recruiting staff for international corporations and providing business services across national boundaries. These people want to know what knowledge and skills they can expect from baccalaureate graduates from different countries. In addition, all of those who provide funding for higher education would like to know how the achievement of graduates compares from country to country. The Study Group proposed to find out if it would be feasible to compare achievement levels of graduating students using standardized tests, as has been done in secondary education in the study, "Assessing U.S. School Mathematics from an international Perspective," sponsored by the International Association for the Evaluation of Education Achievement.

Nine papers were commissioned by the OECD Study Group, and these were contributed by individuals based in Belgium, France, Holland, Sweden, and the U.S. At the conclusion of its work, the Study Group announced its opinion that cross-national testing is not feasible. Moreover, outcome measures are virtually meaningless in the absence of descriptions of student characteristics, instructional process, and environmental factors. In fact, they believe that the most helpful approach would be to describe the differences among countries in selectivity at entry, retention rates, content of curricula, and the make-up of typical examinations. The study Group thus reached the same conclusion about the error of focusing on results as have industrial quality control experts such as Deming, Juran, and Ishikawa. That is, quality is improved not by merely inspecting the product, but instead by working to improve the **DESIGN** of the product and the **PROCESS** of production.

And speaking of Deming (1986), those of us who have been collecting assessment data for several years, and are now looking for ways to ensure that it will be used in decision-making, are beginning to look at management models that incorporate data. Strategic quality management, or total quality improvement, that has revolutionized industry in Japan and is beginning to have a significant impact in this country, has increasing appeal. For years, two-year institutions such as Fox Valley Technical Institute in Wisconsin and Delaware County Community College in Pennsylvania have been helping industry train its suppliers in quality improvement strategies, and have begun to incorporate these techniques in their own management. At UTK we are entering the second year of a FIPSE project that has created a consortium of seven institutions for the purpose of attempting to translate the industrial quality improvement language into terms that will find a more ready reception throughout academe. Our consortium includes the State Technical Institute at Memphis and Roane State Community College, and as you might imagine, strategic quality management is finding at least as hospitable a reception in the two-year institutions in our group as it is in the universities.

What Have We Learned?

While the pioneers in assessment--Alverno, Northeast Missouri, Miami-Dade--initiated their assessment programs, at least in part, for internal reasons, most of us who inaugurated assessment programs in the 1980s were motivated by external factors--a state mandate, regional accrediting criteria, the sharp criticism of the national reports. I believe we are about to come full circle. I see more and more institutions reclaiming the initiative--making assessment work for them, doing it for their own reasons. Very simply, we need to know what works in order to focus our diminishing resources in higher education. If we undertake new initiatives, we need to evaluate them. We need to know how to satisfy those we seek to serve, and thus to increase participation in higher education, persistence in our programs, and allegiances that will support our institutions. Assessment of outcomes can help us gather the information we need to evaluate what attracts, what satisfies, what works.

Another way in which I see institutions reclaiming the initiative is that they are relying less and less on standardized exams and survey instruments, which are, in fact, technically sound and provide norms for comparison, but simply do not assess exactly what we are doing. Faculty are developing more of their own instruments, which are criterion-referenced, directly related to the academic programs and student services that we actually deliver. We are relying less on multiple-choice and short-answer tests for assessment purposes and developing more authentic assessment: a look at student work not just on one occasion, but over time, paying attention to process as well as content, in natural settings like classes and internships. Increasingly, we are using portfolios and course-embedded test items. Senior seminars and videotapes of performance are other forms of authentic assessment. We have long administered placement tests at entry to our programs; now we are learning to readminister those tests at the end of remedial or developmental programs to see if students have learned what we hoped we were teaching them.

We have learned that outcomes assessment needs to be linked with planning and that results must be used in support of decision-making designed to improve institutional effectiveness. Outcomes assessment considered in the context of planning has made us more systematic about what we do. It has helped us clarify our purposes and increase the sense of shared purpose among students, faculty, and administrators with respect to institutional goals.

More specifically, we have learned that we must be sensitive to the needs of a number of constituents whom we seek to serve--parents, students, faculty, staff, employers and taxpayers. We must consult the variety of mission and goals statements that we find within our institutions and derive from these a manageable number of broad themes that can easily be communicated. Then we must determine what evidence is available to help us decide if we have attained our goals. Moreover, we must ascertain what evidence will be acceptable to faculty and administrators in determining goal attainment and add to the sources of data we already have, if need be. It has become very clear that we must use multiple sources of evidence because no one source is sufficiently reliable and valid to serve our purposes.

We have learned that we must gather evidence of student attainment and satisfaction as an important part of institutional effectiveness. For example, we need to know about student achievement in general education and in the major field and about our success in placing students in the fields for which they were trained. We need to determine how satisfied students, alumni, employers, and community members are with our programs and services.

What external recognition have students, faculty, the institution received? Appropriate evidence of institutional effectiveness can come from ratings of availability and use of, as well as satisfaction with, programs and services that are gathered from students, alumni, employers, and community members. We know that we must carefully interpret and report evidence related to each of our institutional goals. Reports must be tailored to satisfy the needs of various audiences within the institution-central administrators, department chairs, faculty committees, student groups, and individual students. We need to identify strengths and weaknesses of our programs and services and make recommendations for improvement.

We have certainly learned that we need to incorporate assessment in established procedures in order to ensure that the evidence we have collected is used to improve institutional effectiveness. Assessment results should inform long-range institutional planning and annual budgeting decisions. These data should be an integral part of peer review and program improvement processes. They should be used to suggest faculty development experiences, and most importantly, to improve instruction and thus enhance student learning.

Finally, we have learned that we must make a long-term commitment to a dynamic process of planning, collecting evidence, and making improvements--dynamic in that the process can be changed as the context evolves. This commitment can be illustrated through a number of steps. First, administrators must provide leadership and the resources for an on-going assessment program. An atmosphere of trust must prevail so that negative findings can be revealed and used for improvement rather than hidden for fear of reprisals. Students, faculty, administrators, graduates, and community members should be involved and have a stake in the program. A central committee or office should coordinate assessment activities to avoid duplication of effort by departments, to collect some data centrally, to compile aggregate reports, and to disseminate these reports broadly. A manageable number of on-going data-collection strategies should be decided upon and scheduled periodically in such a way as to provide information as often as needed without bankrupting the institution. Impatience is not a virtue, expecially with respect to assessment. Sufficient time must be allowed for acceptable quantities of data to be collected, analyzed, and interpreted.

We have learned well that results must be communicated succinctly and by unit. Even in a college with only two departments, each department may blame the other for a poor showing; thus each needs its own data. There must be a formal program of follow-up to ensure that evidence is used to make improvements. Costs and benefits of programs should be determined and communicated publicly. Contributors to the assessment process--students, faculty, and administrators--need to be recognized and rewarded for their efforts.

In my visits to campuses within the last two years, and in my work as editor of Assessment Update, I'm becoming increasingly aware of concrete examples of the use of assessment to improve what we are doing in higher education. I would like to cite some of these examples, beginning with access to higher education, which has been assumed by some to be negatively affected by the press for student outcomes assessment. At the University of

Tennessee, Knoxville, one of the early findings from our Student Retention Survey was that our black students were leaving due to financial difficulties in far greater proportions than were other students. This led to increased efforts on the part of our student services staff to communicate with prospective black students and their parents concerning the financial demands of college and the potential sources of financial aid. We believe that this initiative is making it easier for black students to persist at UTK.

Improvements in registration have taken place at several colleges in Virginia, where students' responses to the survey item, "I can't get the classes I need," have been used to justify requests for more staff in key courses such as freshman English and mathematics.

Students and alumni alike complain more about advising than about almost any other academic function. At the University of Tennessee at Martin, a semester-long freshman studies course with the advisor as instructor is one response undertaken by the faculty to address students' concerns about advising (Banta, 1990b). At another Tennessee institution, where black students were found to be less satisfied than others with the quality of their advising, the university sponsored sensitivity training to assist advisors in responding appropriately to the concerns of black students. In many Virginia colleges, students at risk of dropping out are identified for their advisors, who then can give them special attention. In addition, the student databases being developed at many institutions for assessment purposes are furnishing information about students' skills that should be helpful in advising. As one response to assessment findings, the State Council of Higher Education for Virginia has targeted widespread problems like advising for special supplemental funding in its "Funds for Excellence" program (The Virginia Plan for Higher Education 1989, 1989).

At the State Technical Institute in Memphis, surveys showed that students perceived there to be pronounced lack of communication between students and the administration. The President of State Tech and his staff have made some changes. Now leaders of the Student Government Association hold open forums and maintain office hours for the purpose of learning about current student concerns. Then the President and his staff meet at least twice a semester with SGA leaders to have lunch and to talk about the students' concerns. In addition, the President himself holds an open forum each semester to give every student an opportunity for direct access to the campus administration. As a result of this increased communication, students on that Memphis campus now have better lighting in parking areas, some courses on weekends that were not available before, and a new procedure for student evaluation of instruction (Banta, 1990b).

One of the major objectives for incoming freshmen during the decade of the eighties was to increase their computer literacy. Like their colleagues on many other campuses, faculty at the State Technical Institute in Memphis have increased their contacts with business and industry so that instructors may learn from state-of-the-art computer users how best to apply and teach computer technology. State Tech has updated its software, broadened student access to the mainframe computer, and increased the number of assignments that require students to use computers. At UT, Knoxville, student access to the mainframe is now available for every student free of charge. At James

Madison University in Virginia, the response to student concerns about computer literacy has led to the establishment of a program to develop the skills of students and instructors in word processing, conducting computerized library searches, and applying computer technology in courses. The State Council of Higher Education for Virginia may make computing training another target, along with advising, of its "Fund for Excellence" program (The Virginia Plan for Higher Education, 1989, 1989).

Placement exams for freshmen have become major tools in higher education assessment programs. In the last five years, far more attention has been placed on students' entering levels of ability than had been the case heretofore. For instance, the New Jersey Test of Basic Skills revealed initially that only 16 percent of high school seniors in New Jersey were ready to solve even the simplest algebra problems. Under the leadership of Charles Pine, a physics professor at Rutgers, and others, mathematics instructors have re-thought the way algebra is taught, both in high school and in college ("Student Preparedness in Math," 1988). Now the figure of 16 percent ready to solve algebra problems has been increased to 47 percent. Plans are underway to retest college students after they have completed remedial math courses taught using some of the new methods that have been so successful in the high schools. At least in New Jersey, as a result of basic skills assessment activities, freshmen have benefited from new methods of instruction and now are better prepared for college level mathematics.

Writing is a skill area about which students themselves have expressed increased concern. The UCLA Freshman Survey annually shows that freshmen across the country are less confident about their writing skills than about many other areas of preparation (Astin, Korn, Berz, 1989). As a result, faculty at a number of colleges and universities have added a writing emphasis to selected courses across the curriculum and have provided faculty development experiences to improve the instructional skills of those teaching these classes.

At the State Technical Institute at Memphis, contact with freshmen revealed that they wanted more detailed information about their writing and spelling errors and their grammar. Faculty responded by taking action to increase the amount of critical information they were providing on students' papers. Following administration to students of a comprehensive assessment procedure, faculty in one of the departments at UTK decided to require more drafts of papers in lower-division courses to increase students' opportunities to revise their work with faculty assistance. Assessment findings at Clinch Valley College in Virginia have led to the hiring of a developmental education specialist to improve the math and English remediation experiences on that campus (The Virginia Plan for Higher Education 1989, 1989).

Oral communication skills also have been found to be lacking among entry level students. At State Tech in Memphis, dissatisfaction with oral communication skills has led instructors to require that students make more oral presentations in class (Banta, 1990b).

In Virginia, assessment findings have stimulated among faculty and student services personnel a much more concentrated effort to identify students who lack college-level skills. In addition, more systematic student tracking is underway in an effort to assess how well remedial efforts are working and how effectively community colleges are preparing their students for work at senior institutions. high-risk freshmen are being identified by their responses to certain surveys that are part of the assessment program. This allows placement of these students in seminars for no more than 15 students each, where they will receive special help with basic skills (The Virginia Plan for Higher Education 1989, 1989).

At many colleges, assessment programs began with a look at students' general education experiences. Clinch Valley College, for instance, has analyzed its general education curriculum for a match between the faculty-stated goals for general education and actual academic experiences for students (The Virginia Plan for Higher Education 1989, 1989). Several institutions have redefined general education in terms of what students should know and be able to do as opposed to a simple listing of the courses they should take.

Around the country, a combination of standardized exams and faculty-developed tests has been used to assess what students know in the humanities, social sciences, and natural sciences. Some of the most interesting work is being done at Kean College in New Jersey, where faculty have developed questions for general education assessment and placed them in a variety of course exams. The items are first read by the instructor for purposes of assigning a course grade. Then a faculty evaluation committee looks at students' responses across classes for clues about strengths and weaknesses of the curriculum. This approach is called course-embedded assessment.

At Longwood College in Virginia, assessment of general education has produced a new curriculum with ten content area goals and nine skills, and new courses designed to deliver the content and skills (The Virginia Plan for Higher Education 1989, 1989). After reviewing its students' scores on the COMP exam, Roane State Community College in Tennessee has added more humanities studies to its curriculum (Banta, 1990b).

The need for additional faculty and staff development activities is a natural outgrowth of the assessment of student outcomes. At one of the colleges in Tennessee, low student ratings of personnel in administrative offices led the administration to establish semester-long workshops in human relations. As a result of the workshops, both trainees and students are now more satisfied with administrative responsiveness (Banta, 1990b).

Faculty experience in developing comprehensive exams for students has identified other areas for faculty development. After meeting together to talk about the comprehensive assessment process, many faculty have realized that they need help in developing objectives for their programs and for their courses; in organizing curriculum and courses according to these objectives; in developing assignments and test items that foster higher-order intellectual skills such as reasoning and problem-solving; in constructing more reliable and more imaginative comprehensive assessments of student performance. At UTK, our Learning Research Center has responded to several departmental requests for faculty development experiences. One result of these programs has been that more innovative approaches to assessment have been undertaken in recent years, including an in-basket exercise for dietitians, a field experience evaluation in social work and child and family studies, design of an ad campaign in advertising, critique of a videotape by majors in theatre, and the use of external examiners in several fields.

St. Norbert College in Wisconsin has used survey results to make dramatic changes in the composition of its student body and in the intellectual challenge provided by its program (Webb, 1984). In 1973, only 23 percent of the students agreed that "most of the students here are of very high calibre academically." Ten years later, 63 percent agreed with this statement, following a remarkable change in student recruiting and retention strategies. In another reflection of the extent to which the academic climate changed, in 1973 only 22 percent of the students agreed that "there is keen competition among most students for high grades." Ten years later, this percentage had increased to 46 percent. Another indicator of change was the decline from 31 percent in 1973 to 5 percent in 1983 in student agreement with the statement, "not enough work is required in courses."

All of the work with comprehensive exams and surveys that has taken place in the name of assessment has created a healthy ferment in academe about ways to organize courses and curricula. Not many of us have the luxury of being able to add new faculty positions these days, but at Austin Peay State University in Tennessee, the assessment program for psychology majors reflected a real gap in students' learning in social psychology. Faculty had been requesting a staff member in this area for some time, but it was not until the evidence of low test scores was presented to the administration that the go-ahead was given to hire a new person in social psychology (Banta, 1990b).

At several colleges, students' survey responses have revealed dissatisfaction with the accuracy of catalogue descriptions of courses. This has led a number of departments to re-examine their sections of the catalogue and to make some changes. These changes should help to increase the congruence between what freshmen expect when they choose courses and majors, and what they actually experience in college.

Student interest has encouraged faculty at several colleges to update paths through the curriculum to provide specialty areas that have more contemporary appeal to students and that provide for the divergent goals students have for utilizing their education. Lists of minors are being expanded; for instance, sociology departments are offering new areas of concentration in criminal justice and the environment and society. At Christopher Newport College in Virginia, the Department of Political Science has added minors in Latin American studies and legal studies. The College of William and Mary has decided to include more women's studies and feminist perceptives in its philosophy offerings. A notable response to assessment findings has been to add capstone courses that will provide an integrative curriculum experience, as well as an opportunity to gauge achievement, in a setting that promotes active student involvement in the assessment process (The Virginia Plan for Higher Education 1989, 1989).

Current research on students' learning styles has led the Department of Human Services at UT Knoxville to offer several sections of each required course so that students will have a choice of instructors and may thus be able to select those professors whose approaches best match their own learning styles (McClam, 1989).

Planning for the assessment of student outcomes has brought faculty together to discuss the structure of the curriculum in a way that simply has not happened previously on many campuses. As a result, faculty have increased the structure for courses through the use of objectives that are now shared more often with students. Goals and objectives for entire programs have grown out of discussions about appropriate comprehensive assessment strategies. Because faculty now are in greater agreement about what should be going on in the curriculum, there is more consistency in the teaching of courses, and connections are being made more consciously among the courses that make up the curriculum. Students are being given more opportunities to apply their classroom learning through computer simulations, term projects, field trips, and internships. Some departments have been stimulated to institute common course exams in an effort to ensure standards of quality across sections. In one department in a college in Virginia, 85 percent of the faculty say they have made changes in their courses as a result of their outcomes assessment activities.

If there is one generalization that virtually all of us who have studied assessment agree upon, it is that the process is far more important than the product here. That is, just waking a sleeping giant like the University of Tennessee at Knoxville to get faculty to begin to scrutinize curriculum and instruction and to look systematically at students' ratings of various campus services is quite an accomplishment and holds great promise for improving the student experience.

So many of the improvements that have resulted from assessment have come not in response to students' test scores, but rather simply as a result of the coming together of people to talk in a purposeful way about what they are doing. The process of identifying goals and ways to assess their achievement has produced greater agreement than existed before about what students ought to be learning and what services they need to promote that learning. Moreover, assessment has succeeded in bringing together not just faculty to talk about these matters, but also has increased the dialogue among faculty, student services workers, institutional researchers--in short, people from virtually every area of the institution. All must contribute to the assessment of institutional effectiveness.

I do not mean to imply by all of the foregoing that assessment is easy. Indeed there are many problems. Faculty say they are doing assessment every day--they test students and give them grades. they ask, "What more to you want? What is it, exactly, that states want? Are state agencies only interested in evidence of accountability, or do they really hope to promote improved student learning and institutional effectiveness?" States need to be more explicit about what they expect in the name of assessment, and they must communicate it clearly to the campuses so that time and effort are not wasted as faculty try to figure it out.

Another problem is the incongruence between the curricular goals and objectives faculty have stated for their programs and the actual learning experiences that go on in the classroom. Is it fair to test students on material to which they have not been exposed? There needs to be more accountability for what goes on in individual classrooms, academic freedom notwithstanding. In this connection, we in four-year institutions may have much that we could learn from faculty in two-year institutions because community college faculty have a history of being more forthcoming when asked what they are really teaching. They must be more responsive to the current needs of employers than are faculty in research universities, for instance. But regardless of the level of the curriculum, there are certain basic concepts that students must learn before they can advance to a higher level, and someone needs to monitor introductory courses to be sure that these basic concepts are being treated.

Other problems include lack of faculty and student motivation to participate in assessment. The explanation may be that assessment has not been connected to ongoing processes within the institution. If faculty see assessment as something over and above their regular responsibilities to their departments, and if they fail to perceive that these additional responsibilities are going to be rewarded, bad feelings about time spent on assessment will prevail. Assessment needs to be considered part of the workload, treated as a committee responsibility or compensated through release time or extra-service pay. Time spent on assessment must be considered a positive contribution when faculty are evaluated for promotion and pay increases.

Students also must see assessment as being connected to things that are important to them. They need to feel that faculty are committed to using the results to improve their programs. Moreover, students need to receive feedback on the results of their work on assessment activities and to use that feedback to enhance their learning or to describe their skills more accurately to employers. One of the things that I have learned in my contacts with students is that they welcome the opportunity to use the results of assessment in their resumes. We have designed a page of explanation about test scores that students can add to resumes. Results of comprehensive assessment activities may say more about how well a student can apply what they have learned than does cumulative grade point average.

Having said something abut the problems associated with assessment, I would like to reiterate my earlier comment about the need to communicate the benefits of assessment as often and as clearly as possible. After nearly ten years of experience on our campus, i believe that we have developed a clearer mission and sense of direction--a stronger commitment to a set of common goals--than we had when we first began to think about assessment and its role in institutional planning. Assessment can offer a campus a new perspective, and with that, a renewed challenge to look at ways to effect continuous improvement. These activities impart a sense of accomplishment. Management is more efficient because the quality of data available for decision-making is improved. All of the central attention to purpose can produce recruiting strategies that ensure a better fit between students and the institution. This improves the student experience, and ultimately student retention. In my knowledge, no one has yet based a cost-benefit analysis on data from a functioning assessment program, but those of use who have observed on campuses across the country the impact of creative approaches to the assessment of effectiveness believe that the ends ultimately will prove to justify the means.

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The Top Ten Issues Facing America's Community Colleges

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INSTITUTE FOR FUTURE STUDIES
Macomb Community College

FOREWORD

This is the first edition of the Top Ten Issues Facing America's Community Colleges. It will be an annual publication of Macomb Community College's new Institute for Future Studies.

Designed to focus on the implications of change, the Institute will provide advance alerts to social fluctuation, encourage thinking, and generate new perspectives for the decision-making process.

Part of the Institute's mission is to help leaders anticipate trends and accommodate emerging issues. We are hopeful that this work will also restore some of the societal predictability which has been lost during the last two decades.

This initial "Top Ten" list is the result of an extensive literature review and our personal experiences. During the decade ahead we will broaden our base by conducting significant "future scans" in nine topical categories.

We believe that any forum for inquiring minds will result in new perspectives. We also believe open exchange will pave the way for creative responses to the opportunities we'll discover on our journey into the future. That's why we encourage public discussion of the material presented in this document. Its quick-hitting format is designed for rapid reading. Its content is intended to raise questions and stimulate dialog.

Just as our ancestors developed new tools for new challenges, so too are we working to develop our trend tracking and forecasting techniques for a new era. We invite you to join us in our effort to invent these new tools for a new age.

Our motives are simultaneously noble and self-serving. We are focused on strengthening the quality of our staff, our students and our thinking. We are committed to assuring that the community college mission conforms to changing social needs. And we seek the advantage an anticipatory mindset can provide our institution in an increasingly competitive environment.

Albert L. Lorenzo, President
Macomb Community College

William J. Banach, Executive Director
Institute for Future Studies
January 1, 1990

FUTURE SCAN

Future Scan is the process by which nine topical categories are systematically monitored. These broad categories of focus are defined as follows:

1. **Public opinion** - commonly held perceptions and understandings
2. **Economics** - the workplace, the workforce and the exchange of value
3. **Demographics** - vital human statistics
4. **Social values & lifestyles** - the beliefs and behaviors of people
5. **Organizational contexts** - how people organize to relate, share, achieve and compete
6. **Political climate** - the governing context in which people and organizations pursue their objectives
7. **Education** - society's efforts to produce an enlightened citizenry
8. **Advances & discoveries** - machines, processes and techniques which enhance or replace the human element
9. **World affairs** - interactions of groups and nations which affect the marketplace or political climate

THE TOP TEN ISSUES FACING AMERICA'S COMMUNITY COLLEGE

1. **Diverse footprints**
2. **Heterogenius**
3. **Quality indicators**
4. **Pursuing professionals**
5. **Access II**
6. **Instructional currency**
7. **Blended borders**
8. **Knowing the niches**
9. **Governance**
10. **Willingness**

1. DIVERSE FOOTPRINTS

Community colleges should look like their communities. They were designed to be reflections of one another.

This results - as it should - in a unique personality or footprint for every college. Each must identify and explain its mission to its community. At best this leads - as it should - to 1,200 two-year colleges communicating 1,200 mission statements.

And, since communities are destined to become more diverse, community colleges are destined to become even more dissimilar. This, too, is as it should be.

Implications

Diversity can only be a strength when it is channeled in the direction of the core beliefs underlying the community college concept. Capitalizing on it dictates making "coordinated individuality" as a priority goal for community colleges during the decade ahead.

Diversity can only be a strength when it is channeled in the direction of the core beliefs underlying the community college concept.

Three optimum conditions are necessary for a community college to maintain its uniqueness and address the future responsively:

1. All community colleges must be committed to responding to the needs of their marketplace. This means getting a realistic fix on marketplace needs and matching programming against them.
2. All community colleges must identify their mission, and the mission must reflect the social purposes for which community colleges were created.
3. All community colleges must successfully communicate their unique missions to their communities and to one another. This is the interchange that allows each community college to simultaneously maintain responsiveness and strengthen the community college concept.

Harmony between marketplace and mission must be a goal common to all community colleges. It is, in fact, a target which should be pursued individually and cooperatively.

"Coordinated individuality" can create a community college system which has a collegial approach to developing the best mirror image of the marketplace. It will produce national synergy and local effectiveness. It is, indeed, a new state of mind which will enable community colleges to leave diverse footprints on the path to excellence.

2. HETEROGENEOUS

Growing numbers of academically underprepared students are entering community colleges. This is not a negative reflection on high schools. Rather, it is the result of a success story.

Open access has worked! More people than ever before are going to college. They are young, old and in between. They are the most heterogeneous student body in the world.

But, as increasing numbers of Americans pursue higher education, community colleges must again face a historic policy question: Should access be granted to all who seek it?

Implications

A significant number of today's community college students did not have "college prep" programs in high school. (Those that did do quite well!) Many other students are older adults for whom college is a new experience. Then there are those adults with rusty learning skills. And, others are youngsters who wouldn't have been considered "college material" just a few years ago.

Open access has created diversity in the classroom. Faculty often face large disparities in ability, age and aspiration. Hence, meeting the individual needs of each student becomes a significant challenge.

The role of faculty must change from gate keeper to guardian. Their job is not to weed out students, but to help them succeed.

Resource allocation is another implication of the issue. To what extent should community colleges be in the business of remediation? What are the objectives of remedial programs, and what level of resource should be dedicated to them? What is the skill level at which instruction should begin? Are taxpayers paying twice for one level of attainment as they finance remediation and traditional coursework?

Workplace demands and the need for an enlightened citizenry beg community colleges to help these students stay the course. The role of faculty must change from gate keeper to guardian. Their job is not to weed out students, but to help them succeed.

In the past, those dismissed by the educational system were accommodated by the industrial workplace. But that has changed. Today there is no meaningful place for those without a sound education.

There are also fewer people of traditional workforce age. Demographics now dictate that human capital can no longer be treated as expendable.

Serving learners of all ages, abilities and aspirations has become a difficult assignment. Now faculty must attend to nurturing the fragile factors which made the difference between giving up and getting through. The quality of life in America is directly dependent on our ability to address the task.

3. QUALITY INDICATORS

Growth equates to success in the American culture. Big is better.

But the automatic, demography-driven growth period for most community colleges is over. No longer will the performance of community colleges be equated to the quantity of construction equipment on campus.

Across America, education is on the agenda. People are weighing resources allocated against results attained. Community colleges will not be exempt from such scrutiny.

Implications

Smart business people know the quality of their workforce will determine their competitive advantage in the economy ahead. They will lead the charge toward accountability and payoff because their bottom line has no place for mediocrity. And, the quality initiatives they demand will be reinforced and supported by students, parents and advocate groups.

Smart business people know the quality of their workforce will determine their competitive advantage in the economy ahead.

Community colleges will have to define and document student success. Most institutions are not prepared to accommodate either task.

Inability to measure effectiveness against meaningful standards will create negative perceptions. Negative perceptions, in turn, will lead to diminished reputation...which, in turn, will lead to legislative turbulence and diminished financial support...which, in turn, will lead to diminished quality...and so the cycle continues.

Community colleges can get ahead of the issue by turning motion into results...by doing something.

There are generic models and instrumentation to measure instructional quality and student success. They can serve as a launch point for development of materials which are meaningful in the local marketplace.

The quest to measure quality also presents opportunities for community colleges to forge long-term learning partnerships within the public and private sectors. Such partnerships will enable clients and community colleges to define and align standards and capabilities. In an on-going relationship, the payoff can be better understanding, marketplace responsiveness, and a new reality base for indicators of quality.

4. PURSUING PROFESSIONALS

Fifty to sixty percent of community college employees will "turn over" during the 1990s. As they leave to pursue new opportunities or retirement demographics and the job market crunch will converge to create a shortage of professionals.

The resulting vacancies will be difficult to fill for two reasons: 1. There just aren't enough people to go around; and, 2. There will be competition for top candidates.

Implications

Estimates are that community colleges will need 150,000 new faculty during the 1990s. There will be proportional shortages in all of education, and in selected private sector specialties.

Quite simply, community colleges with quality reputations will be recruiting winners.

The problem will be especially acute for community colleges because there is no career track leading to community college employment. People "show up" on the way to or from other professional pursuits. This fact may force community colleges to look at a variety of personnel options, including:

- establishing lower credential levels
- using paraprofessionals to work under the direction of master teachers
- "packaging the professor" via the new technology and marketing the expertise across political boundaries (Take a look at your copyright and royalty policies!)

Successful recruiting may depend first on the residential desirability of the community college service area. When people have multiple job options, lifestyle considerations rise higher on the agenda. This gives those treated well by geography one leg up in the staffing skirmish.

But there's a second ace in the recruiting game. It's related to vision, mission, planning, and resources. It's reputation.

Quite simply, community colleges with quality reputations will be recruiting winners.

There are usually one or two responses to the question, "Where do you work?" The first is: "Nice area" or "Beautiful country." The second is: "They're doing some great things there. They have some really good people."

Success in pursuing the professional will require favorable geography, creativity in the personnel office (which will require a marriage of personnel and public relations), and positive perceptions. Those not blessed by Mother Nature will have to give priority attention to personnel and perception.

5. ACCESS II

Whether it's the reality of gridlock, changing job responsibilities, family obligations or the very nature of the convenience-oriented society, tomorrow's college consumer will seek a better delivery system.

Providing access to higher education was a fundamental, founding principle of the community college. It required knocking down the traditional barriers of academic attainment, economic capability and geographic reach.

But in round two there are new road blocks to betterment. They include time, workplace changes, balancing family and career, and a new "edu-info bureaucracy."

Implications

Twenty-two percent of America's workers will work at home in the year 2000. Students have access to the same resources that make this "electronic commuting" possible. This new means of access will force community colleges to develop new and creative ways of bringing education to the student.

It's highly probable that technology...will redefine our concept of school before the next century.

Why drive 20 miles to a lecture? Check out the tape. Why experience gridlock to see a demonstration? Watch the video. Why meet a study group at a location inconvenient to everyone? Network by computer.

Interactive technology will enable students to ignore classroom boundaries. In fact, it's highly probable that technology driven by the need for convenience will redefine our concept of school before the next century.

During this decade our teaching methodology will have to become multimedia, adaptable to the new technologies, and packaged to sell. Commercially available instructional packages already have these characteristics. They look good and they work! Hence, two factors will drive educators to adjust methodology: student demand for new approaches and competition.

To make appropriate changes, faculty will need information support systems which enable them to accommodate each student's unique learning style and need.

Rules and regulations will have to be reviewed to determine whether the system is making students study things they already learned to do elsewhere.

Attention will have to be focused on a new bottom line as what is learned becomes more important than what credentials are earned.

And, resources now committed to physical plant may have to be diverted to electronic commuting.

Other barriers to access will require partnerships. Employers will have to flex schedules so their workers can receive training and pursue additional schooling. And other agencies will have to work with community colleges to accommodate dependent care and other demands of the new American family.

Access has redefined itself at the beginning of the decade. New barriers are emerging as the community college consumer changes. But so are the horizons.

6. INSTRUCTIONAL CURRENCY

There is a new canyon in America. It runs between society's new jobs and society's new workforce.

The geometric change that produced it has dramatically altered the workplace and created new, unwritten standards for education.

Ask almost any business person how their company has changed in the last five years. All will talk about dramatic differences. Most will talk about new ways of doing this. And some will say what they do and how they do it wasn't done by anyone five years ago!

The educational system cannot say the same thing. In too many cases we are trying to solve new problems with old solutions.

Implications

As the full impact of the information society strikes people in the workplace, community colleges will be forced to the leading edge. They will be at the forefront of preparing people to lead functional lives. They will help them survive in the new workplace.

The speed of change will bring a new dimension to the business of education: community colleges will have to help people get smarter quicker. Unless they can adjust rapidly to fill the gulf between workplace and workforce, the classroom of the year 2000 may be corporate!

To help students get smarter quicker, we will have to get better faster.

Quality staff will be the key to instructional currency. It's been said that educators are only as good as what's between their ears. Now the yardstick will be how quickly we deliver what we know. Individually and in small teams, staff must bring up-to-date knowledge to the right students at the right time.

College administrators, in turn, will have to specialize in understanding the marketplace, and bring timely environmental intelligence and perspective to staff.

Both staff and administration must develop a future-focused vision. Simultaneously they will have to balance community needs against programming which accommodates new advances and discoveries.

Together they will have to build "centers of excellence" to make the best use of resources while capitalizing on the strengths of selected institutions. As educators identify and develop these pockets of specialization and quality, look for new, longer-term business and community partnerships.

The process for building and delivering instructional currency must emulate the speed of the world around us. To help students get smarter quicker, we will have to get better faster. The world will not sit around waiting for us to get excellent.

7. BLENDED BORDERS

Producing quality students during the next decade will require intense articulation efforts...from K-12 to the community college to the four-year university. What goes before will become critically important to what comes after.

This means educational institutions will have to work together much more effectively. To do otherwise will mean losing students in the cracks between the institutions. It also will stifle the synergistic effects which have potential for producing quantum improvements in the delivery of educational services.

Implications

The cooperative environment which results from articulation and collaboration makes good sense regardless of perspective.

First, working together increases everyone's knowledge base. It is a most pleasant way to get better. Second, it helps develop respect and trust for the work of others. That's learned adult behavior...and great modeling.

Creating seamless transitions between institutions will not be easy.

But the reality is that community colleges have a pretty weak grip on what is happening in K-12...and vice-versa. Compounding matters, university folks are often more concerned with academic aura than student attainment.

Creating seamless transitions between institutions will not be easy. It will require the development, coordination and communication of multi-level mission statements. Very clearly, it will be necessary to define who does what for which purpose when. And then there will be a need to determine, spell out and commit to areas of individual responsibility and mutual accountability.

It seems the most logical response to the challenger of creating blended borders is what we would do if we were designing an educational system from scratch. We would talk about outcomes in student terms. We would decide where each student should be exposed to what. We would develop the very best course content and deliver it in the proper sequence. And, we would assess how to help each student pass through the process of learning in such a manner that the resources of education would be used in the most effective way.

Articulation which leads to collaboration is the highest form of success on this issue. It will help all educators define their purpose. It will encourage more effective resource deployment. And it will produce better students.

8. KNOWING THE NICHES

Community colleges are being asked to do more things for more people. Students want them to do this. Business wants them to do that. And special interest groups demand yet another program. Everyone has an agenda.

These demands and the turbulence of societal change provide multiple opportunities for enhancing the viability of community colleges...if they seize the moment.

Community colleges are being asked to do more things for more people.

But the question is: How small can a critical mass be? There are not - and will never be - enough resources to provide programs and services for every niche in the community college marketplace.

Implications

Most community colleges have not organized to address change and create preferred futures. Many have not organized to gather the environmental intelligence needed to provide strategic advantage in the next decade.

There are two consequences: the organization is not sure which niche to be in or sees every niche as an opportunity.

Those who are unsure tend toward status quo programming. They adopt a "Don't fix it until it breaks-" mentality. They tend to inhibit student success in a changing social and economic context.

Those who see every niche as an opportunity create "niche-driven" organizations which cannot effectively plan for the future. Their course is set by too many hands, and their enterprise is buffeted about by the most subt[illegible] breezes.

Whether a niche deserves response is a question related to vision and mission...and policy. For example, where both are not possible, should the college be driven by the client's educational need or fiscal viability? Do colleges assign higher priority and allocate more resources to business related niches than to those advocated by community organizations...or left of center special interest groups...or students?

A sound mission statement can provide solution to the issue and create strategic advantage. It can define institutional niches. And it can help community colleges know when to get in, when to get out and when to cut their losses.

Of course, the dilemma is: Do we lead people in the direction of our mission or do we rewrite it?

9. GOVERNANCE

The people who make up community college governing boards are engaged in some of society's most important work. They are dedicated citizens who labor for societal good in the heat of the public spotlight.

Let there be no doubt that serving as a trustee is tough duty.

Their learning environment is one no teacher would design, and the lesson plan for their training would raise red flags in the personnel office.

Let there be no doubt that serving as a trustee is tough duty. Yet most people come to the job without experience. Most have not had to deal with multi-million dollar budgets and heavy duty police issues. And most have not had exposure to the entire scope of the educational enterprise. They don't receive much help when they arrive.

Implications

When vision is limited or out of focus, organizational mission tends to have a political foundation instead of a reality base. That makes the college susceptible to lurches in the direction of the latest fad or the loudest special interest group.

One result is that administrative time becomes consumed by political urgencies. Next, staff becomes disoriented and programs diversify without direction. Ultimately, instructional quality deteriorates, and student success becomes an unreachable objective.

Like any winning team, boards have to work at becoming more effective. They can start by defining their role. Then they can set goals for themselves as a board. And, then trustees can look to the administration for help in four areas:

1. Developing an orientation program which helps trustees develop a big picture view of the organization. Community colleges are usually more comprehensive than new trustees expect, and the interrelationships between various components of the organization are both complex and dynamic.

2. Gaining an accurate picture of the "customer base." Trustees need to understand the entire community college service area, from at least a demographic point of view.

3. Designing a process for evaluating the performance of the organization and its executive level staff. This is a key role of the trustees because an evaluation process which everybody understand helps the organization become even more effective.

4. Proposing and facilitating a continuing board development program.

Championship teams understand the dimensions of the game. They work to become the best they can be, they continually strive for competitive advantage, and they constantly evaluate their progress. Those characteristics are also common to championship quality governance.

10. WILLINGNESS

Community colleges pride themselves on openness to change and quick response to environmental conditions...but the reality differs from the self-perceptions.

Too often community colleges aren't willing to change. They have not nurtured a culture which encourages risk-taking and innovation. Other times, they wait too long before they break into the open...or they fake running toward the future while both feet are trapped in tradition.

Implications

As the push to become future-oriented grows stronger...as the need for creative response becomes more evident...as geometric change becomes the norm, watch for a restructuring in the delivery of post-secondary education. The changes will be driven first by politics, then by economics.

The future is a journey, not a destination.

States now characterized as autonomous will move toward the center of the continuum as resources tighten. It's paradoxical that they will become more open by closing.

These states will re-evaluate whether every community college can be everything to every community - whether each community should attempt full-spectrum education. (This is the closing.) There will also be attempts to assure that the future is being addressed in some systematic fashion. (This is the opening.)

States with tighter, centralized reins on community colleges will also move toward the center of the continuum. They will provide more freedom in the belief that looser controls will lead to more innovation and creative solutions to opportunities and the community college environment.

These structural changes will grant community colleges the "permission" to change.

Willingness to change, however, will be the bigger challenge. Community colleges will have to move from a foundation of success into a future of uncertainties.

They will have to address an environment in flux. They will have to take risks and learn to tolerate intelligent failure. They will have to move before society stabilizes and the outcomes of change are known.

For many, this will require internal restructuring. For others, it will mean a new era in staff relationships, and the beginning of vision-driven empowerment. It will require communication candor, and an organizational culture characterized by openness, fairness and trust.

The future is a journey, not a destination. It is something we are all headed toward, but none of us will ever see. It is an endless venture requiring continuing alertness to an ever-changing landscape. Only those who are willing can make the trip.

Assessing Institutional Effectiveness in Continuing Education and Economic/Community Development

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The Community College Consortium for Institutional Effectiveness
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I. Introduction

Continuing education and community service are vital components of the community college's philosophy. The community college's mission in continuing education and community service is to provide educational programs and institutional services which stress lifelong education and enrichment in the areas of academic, cultural, social, recreational, and personal development. Through such programs and services, the college provides support related to overall community and economic development.

Community colleges have attempted to fulfill their continuing education and community service mission through two basic strategies. First, instructional programs of a credit or non-credit nature have been designed for the general adult population or for a specific targeted adult group, i.e., training for a business/industry. Second, programs and services which are not necessarily related to a college's instructional component but which offer the use of college facilities and human resources have been developed.

Community colleges are using their continuing education operations to become principal partners in the social and economic development of their communities. A college can help change the image of its service area by: attracting new business and industry, strengthening existing businesses, and coordinating efforts aimed at community problems (unemployment, illiteracy, poverty, etc.).

As community colleges continue to become more active in community/economic development and place additional emphasis on the growing adult education market, they must be prepared to assess their efforts in such areas. Historically the continuing education and community service division has been the non-traditional arm of the college and has served as a testing-ground for innovative instructional approaches. Given this emphasis, the assessment of institutional effectiveness becomes critical for continued success. The assessment of institutional effectiveness can be most helpful to a college's continuing education and community service operation if the following are included in the assessment model.

1) Client needs are clearly identified and target audiences are developed.

2) Expected primary and secondary outcomes are clearly identified.

3) Assessment of primary and secondary outcomes for both programs and individuals are based upon multiple measures.

4) The assessment process is ongoing, systematic, and user-focused.

5) Assessment results are used to improve programs and services.

This paper will discuss several strategies and issues related to the development of a model that assesses the institutional effectiveness of continuing education and community service.

II. Identification of Clientele and Needs

In the development and subsequent assessment of any institutional program or service, it is important that two issues be decided at the earliest possible point.

1. Who will be served?

2. What are the expected goals/outcomes?

Without a clear sense of the clientele and understanding of the expected goals/outcomes, effective evaluation is virtually impossible.

In the design and assessment of continuing education and community service programs, the entire adult population should be considered as a potential client base. Given that such a market will usually be fairly heterogeneous and will at times have competing interests, the task of identifying clientele and expected outcomes becomes even more significant.

Two strategies which are useful for targeting the adult population are demographic and lifestyle profiling. Such strategies will allow a college to develop specific programs for targeted groups. For example, males who are 21-24 years of age and are unemployed but seeking work will have different educational needs than upper-middle class women who are not seeking employment and have small children at home.

The identification of educational needs by target group is an important step in the development of expected outcomes. In terms of educational needs, colleges should begin their investigations by focusing on the following three areas.

1. Job attainment and career development

2. General knowledge building

3. Cultural interest, lifestyle development, and recreational interest

In addition to targeting groups by demographics and lifestyles, colleges should establish target groups based upon special needs. One such group is business and industry. Since 1970 the number of adults who are taking courses for job-related reasons has increased approximately 200 percent. Other target markets could include economic and/or educationally disadvantaged adults, local governments, and public service agencies.

Whether the identification of clientele is a product of demographic analysis, lifestyle profiles, or special needs, colleges should consider the relationships among such factors. The key is that colleges take the time to identify target markets in the adult population and begin to develop programs and services related to the needs of such markets. These activities will allow colleges to define expected outcomes and, therefore, conduct effective evaluation.

III. Primary and Secondary Outcomes

As colleges consider possible outcomes they should define them at both the primary and secondary level. Primary outcomes are direct products of the activity, while secondary outcomes are indirect benefits related to overall economic and community development. For example, a continuing education program that is designed to improve adult literacy should have a primary outcome of improving the reading level of its participants; if program participants are able to secure jobs because of improved reading skills, a secondary outcome of reducing unemployment has been achieved.

As a college focuses on assessment of community service and continuing education, it should stress the need for a systematic process which indentifies primary and secondary outcomes. The development of such a process may take more time initially, but the final benefits will outweigh the results associated with quick-fix evaluation strategies that are only linked to political pressure.

Evaluation of secondary outcomes is an important component of any comprehensive assessment model. Although such outcomes are more difficult to measure than primary outcomes, it is not impossible. The important point is that colleges clearly define the expected secondary outcomes. Some institutions have been more than willing to suggest that their presence improves the quality of life in a community. However, they have been hard pressed to document such improvement. Secondary outcomes exist and certainly colleges do improve a community's quality of life, but in what ways and through what activities. By asking such specific questions, colleges can begin to apply more direct measures to secondary outcomes and their claims of effectiveness will be easier to substantiate.

IV. Strategies for Assessing Effectiveness

What constitutes an effective continuing education and community service operation must be decided on an institution by institution basis. However, there are a number of basic questions that an institution should address. The following questions in Table I can help an institution determine the effectiveness of its continuing education and community service division. These questions are not meant to be all inclusive but they should serve as a starting point for future assessment efforts.

Table I: Key Questions for Assessing the Effectiveness of Continuing Education and Community Service

Question	Possible Data Sources
1) Is the public aware of the college's continuing education and community service programs and what is the public's perception of such programs?	Community surveys and/or focus groups
2) Is the community actually using the College's continuing education courses, programs and services?	Enrollment and attendance reports
3) Are the continuing education courses, programs and services accessible?	Community and student surveys/interviews Analysis of geographic location of programs in relation to major traffic arteries and public transportation Enrollment profiling by zip code
4) Are continuing education programs, courses, and services designed to meet the needs of a variety of subgroups (i.e., young, old, upper class, lower class, employed, unemployed, etc.)?	Content analysis of programs, courses, and services to ensure that a comprehensive set of offerings are available
5) Are individuals achieving their educational goals?	Data related to individuals' education goals should be collected upon enrollment. Students should be asked if their goals were met upon the completion of the course or when they withdraw. Because the focus is on an individual's educational goal related to a specific course, it is recommended that a sample of courses be used to answer question 5.

6) Are individuals satisfied with the overall instruction, delivery and content of the course, program, or service?	Surveys/interviews of current and former students
7) Are continuing education programs meeting their stated primary and secondary objectives?	Survey/interview/follow-up of students served by the program. Such data should be collected for both program completers and non-completers. The same data that answered questions 5 and 6 can help answer #7.
8) Is the organizational relationship between adult continuing education and other instruction components competitive or cooperative?	Interviews with key academic decision-makers from each area
9) Do the continuing education programs help attract students to other instructional components within the college?	Analysis of student enrollment patterns
10) Are continuing education programs being implemented as designed?	Periodic implementation assessment should be conducted to determine if program failure is a result of poor design or improper implementation.
11) Do customized training programs meet the needs of the client/sponsor and the individual participants?	Exit interviews should be conducted with the sponsor/client to determine overall satisfaction, met and unmet needs and suggestions for program improvement. Data from #5 and #6 can be used to assess individual satisfaction and goal achievement.
12) Do continuing education courses, programs, and services positively impact the social and economic development of the community?	External data sources related to social and economic conditions should be monitored to determine possible changes due to a continuing education or community service activity.

	Periodic assessment of the economic impact associated with college's continuing education and community service operation.
	Number of new businesses that have been attracted to the community with assistance from the college's continuing education and community service division.
	Number of community issues or problems that are being resolved with assistance from the college's continuing education and community service division.
	Number of existing businesses or public service agencies that are receiving assistance from the continuing education and community service division.
13) Do the benefits of offering a specific course, program or service outweigh the costs?	Comparison of institutional financial data to primary and secondary benefits.
Before this question can be addressed a college should decide if a program/service should be operated on a profit or subsidy basis.	

Assessment involves more than simply asking questions and gathering data. It is the interpretation and the subsequent use of the data that allow assessment to contribute to institutional effectiveness.

As colleges consider possible data sources and the interpretation of such data, the following points should be addressed.

1) Care should be taken to ensure the accuracy of the data. This is specially important in relation to institutional data and "official" data from public agencies.

2) When using survey data it is important that the data are a result of a valid sample and that an appropriate response rate has been obtained. The presence of an invalid sample or a low response rate make it difficult to generalize or draw conclusions from the data.

3) In any data collection strategy that involves interviews or surveys it is important to remain objective. Assessment of institutional effectiveness has little value if the results are products of self-serving or biased questions.

4) When conducting executive interviews or focus groups, it is important to use people who are skilled interviewers and have experience in the analysis of qualitative data.

5) In general, never ask a single data source to explain more than it actually can. Assessment of programs, courses and services should be based upon multiple measures and the possible relationships among such measures.

6) Data should be interpreted with assistance from program designers and instructors. There may be a number of special circumstances which can influence the success or failure of an activity which are not captured by the data.

Assessment of institutional effectiveness is only worthwhile if the results are communicated effectively to internal and external groups. The communication process is especially vital in regard to continuing education and community services programs, as they usually represent non-traditional college activities and may not receive the same visibility as the college's more traditional efforts.

As colleges continue to discover the increasing market potential of continuing education and community services programs, the internal visibility of the effectiveness of such positions related to marketing, community and economic development, public relations, fund raising, and instruction, should receive information on the effectiveness and the impact of the college's continuing education and community service efforts.

Efforts should also be made to disseminate evaluation results to faculty and administrators associated with both traditional and continuing education/community service components. Special attention should be directed toward the positions which relate to traditional instruction, as it is important that those positions see continuing education/community service as a benefit, rather than a threat.

Again, due to the expanding continuing education/community service market and the increased pressure for accountability, colleges will want to communicate the results of their evaluations of continuing education/community service programs to the external community.

As colleges prepare to share assessment results with the external community, they should consider the various sub-groups that helped define their continuing education/community service market. In general, the message associated with the outcomes should be the same - the college provides easily accessible, high quality continuing education/community service programs that have a positive impact on the community. However, depending on the particular sub-group, the results which document that message might vary. For example, working adults age 23 to 30 might be interested that 75% percent of the people age 23-30 reported that a continuing education course helped them improve their job skills. Business and industry, and local government might be more impressed that a job training program offered in 50 sites across the community has helped 200 people secure employment.

As colleges consider the communication of assessment results to internal and external audiences, it should provide the necessary amount of detail that each group needs. As a general rule, internal groups, expecially those instructional designers, planners, researchers, and faculty associated with the activity, enhance the particular program. External people (existing and potential clients) should receive polished promotional materials which are more general in nature.

V. Policy Implications

Colleges are being asked more frequently to provide documentation that they are providing needed educational programs and services. Initially the catalyst for assessing institutional effectiveness came from external bodies such as accrediting agencies and state or local funding sources. Such external pressures are growing and institutions are rapidly developing strategies to respond to the external constituencies. A major benefit of the external pressure has been that an increasing number of colleges have realized that assessment of institutional effectiveness is vital to their long-term success.

In order to gain the full benefits of assessment, colleges must mot only respond to external requests for documentation, but they must use evaluation results to improve their operation. Results from evaluations of institutional effectiveness related to continuing education/community service should translate into policy at three levels.

1) Missions of the College

2) Strategic and Operational Planning

3) Resource Allocation

A community college's mission statement describes the basic direction of the institution and should address the needs of the community. Given the results of various needs assessments and evaluations related to continuing education/community service, a college may wish to revise its mission.

Evaluation results should also be used to support strategic and operational planning. A systematic evaluation process can help the institution set new directions in the strategic planning phase and also assist in assessing progress toward operational planning objectives. The nexus between assessment of institutional effectiveness and planning is critical. Without such a close link, evaluation becomes nothing more than an academic exercise. However, institutions which have successfully incorporated the assessment of institutional effectiveness into their planning process will have valuable information that can assist in the allocation of resources.

VI. Conclusion

Continuing education and community service is an important component of a community college's mission. The future market for such activities appears to be significant. Education is becoming more of a lifelong phenomenon and the work force of the future will demand re-training in order to keep pace with changing technology.

In order to take full advantage of this growing market, colleges must first be in a position to accurately assess the need for continuing education/community service programs in various sectors of the adult population. Colleges must also be prepared to systematically evaluate program quality, program delivery, price, and the internal cost of producing continuing education programs if they are to compete successfully in the adult education market.

The assessment of institutional effectiveness related to continuing education/community service can assist colleges in a number of ways. Such assessment can help a college document to local taxpayers and other funding sources that they are receiving quality services for their dollars. It can also serve as promotional materials to attract students, while at the same time increasing a college's visibility. However, the most important result associated with the assessment of institutional effectiveness is that it can improve the programs and services that a college offers to the community.

Assessing the College Mission

Assessing the College Mission
An Excellent Starting Point for Institutional Effectiveness

John Quinley
Central Piedmont Community College

How do community colleges maintain excellence as they adapt to a constantly changing, technically advanced, interdependent and complex world? How do colleges meet the demand to nurture greater numbers of students to higher levels of intellectual functioning? How do colleges promote cultural understanding and prepare students to work cooperatively? And how do colleges meet society's call for action and evidence that these new challenges are being addressed? The quest for answers to these critical questions will lead many colleges to reassess their fundamental statement of purpose - the college mission.

The mission is a beacon that provides strategic direction for the institution. It is also the blueprint which provides the basic conceptual framework for the entire organization. A mission which provides appropriate direction and linkage can serve as the base for subsequent measures of institutional effectiveness. The use of these measures to improve programs and services and to better share successes and concerns with key constituencies makes this effort worthwhile.

At the heart of the institutional effectiveness effort, is the measurement of key educational results which clearly emanate from the institutional statement of purpose. This direct connection from stated intent to actual results should be evident at all levels and for all units of the college. The starting point for the institutional effectiveness effort then is to determine if the mission is providing appropriate direction for the institution and to evaluate whether the bond between stated purpose and actually functioning is clear and comprehensive.

PREPARATION AND PROCESS

A successful mission review process has its roots in careful planning. The process should have a clear charge and plan of action. It should be based on a clear understanding of the institution's present and future operating environment both internally and externally. And, it should involve the efforts of the faculty, administration, governing board, and students. The entire process from initial preparation to final adoption and dissemination will take, at a minimum, six months to complete.

Charge

The basic charge is to draft a statement which will provide institutional direction and foundation in the present and the foreseeable future. The principle tasks include:

1. Determining whether the current mission statement reflects actual functioning. Over time many institutions add functions, for example a transfer division, that are not reflected in their

current mission statement. More probably, changes in institutional emphasis evolve which are not congruent with the current statement.

2. Judging whether the statement is adequate to lead the institution into the future.

3. Crafting a new mission statement.

The charge can also include gaining college-wide understanding and support for the new statement.

Schedule

Since the concept of mission can be elusive, the entire process can easily become protracted. It is thereby important to set an agenda for the entire process in as concrete terms as possible and to carefully plan and control individual meetings. On the other hand, task force members do need time to express their ideas, and flexibility must be maintained throughout the process.

Information

A mission assessment is information intensive, requiring data which provides a good understanding of the past, present, and future. The strategic planning process provides the pertinent information to assess the current and future operating environment of the institution. Planning assumptions and strategic goals reflect the futuristic thinking which should be apparent in a revised mission statement.

The college may also want to conduct a goal inventory study which possesses both the current functioning of individual goals and their degree of importance to the institution. Several commercial agencies have developed goal inventories and assist in the analysis. Colleges can also develop their own instruments.

Other important background items include exemplary mission statements from similar institutions, enabling state legislation documents, accrediting agency materials, and futurist articles and studies from secondary sources. The key to effectively providing this information is to identify the critical pieces without becoming overwhelmed by a massive body of data.

It is also helpful to have the mission task force go through brainstorming exercises in which they think about the future of their institution. The following questions are fundamental to this process. Who will the students be? What programs will they be in? What skills, knowledge, and attitudes will we teach them? How will they be taught? How will we as staff work together? How will we work with the community?

Involvement

College-wide involvement, starting with a firm and enthusiastic endorsement of the President and key college leaders, is essential. Involvement can be ensured by:

1. Appointing of a representative task force, including a pronounced compliment of members from the faculty.

2. Surveying the entire college for perceptions of future directions and current level of functioning.

3. Conducting extensive reviews by key staffs and committees. This is an essential step in fine tuning the document and in gaining institutional acceptance.

4. Involving the Board and other key constituencies. Even if an institution does not elect to involve Board members as part of the mission task force, Board understanding and support is crucial. Ultimately the Board will be asked for their formal approval.

5. Keeping the college community aware of the process via a campus newsletter or circular.

Review

If the mission statement is to become more than a coffee table decoration, it must be understood and supported. There must be a review process, and it is best conducted by principle staffs and committees at the college, as well as by significant members of the greater college community.

In this regard, it is helpful to highlight changes in the revised statement and to forward standard questions for each review setting. And of course, be prepared to bring suggestions back to the task force for further discussion and potential changes. Clear acknowledgment of input from these review groups assists in college-wide adoption of the statement.

Finally, all publications using the mission statement must be reviewed and a schedule for updating developed.

Dissemination

After mission statement adoption, it is vital to "sell" the product. Dissemination presentations and documents should be tailored for all important constituencies. Ideas for dissemination include:

1. Holding college-wide forums.
2. Packaging the mission statement as a brochure.
3. Mailing the statement to key constituencies, such as advisory councils and Board of Trustees.
4. Developing a slide\tape or video presentation which uses the members of the task force and other key members of the college community as spokesmen.
5. Printing and framing the purpose statement to hang in key locations on campus where staff, students, and the community will see it.

CONTENT

A mission statement must address all components of the institution and represent the official posture and practice appropriate to its specific educational role. The statement should include unique features about the institution such as the use of technology and experiential learning.

The mission should be written in a clear and concise manner and include enough detail to provide a clear sense of direction and an explicit framework for subsequent statement of goals and expected educational results. It should be possible to turn every sentence of the mission into a question regarding effectiveness; then evidence can be provided to support the mission contention.

Outline

The mission statement is typically under five pages in length and can include any of the following:

1. An overall purpose statement which captures the essence of the institution in a few paragraphs.
2. A brief history (including founding date, founders, location or locations, and significant developmental changes over the years.
3. Pertinent descriptive information (e.g. public/private, rural/suburban/urban, coeducational, religious affiliation, geographical service region, etc.
4. A vision statement expressing the ideal operating environment and the institutions role within it.
5. Statements expressing institutional values, beliefs, or intent.
6. A description of students/clients including their demographic and socio-economic characteristics, their educational background, any important personal/affective characteristics, and their education/career aspirations.
7. An outline of the major functional areas and the types of occupations and endeavors which graduates are prepared to undertake (e.g. general education, developmental education, vocational and technical education, student development, community or public service, corporate and continuing education, instructional support).
8. A description of the core skills, knowledge, experiences, and attitudes in the form of educational outcomes, ideally to be acquired or developed by the institution's students.

New Elements

And finally, what can one anticipate as new elements in a revised mission statement? Here are a few ideas:

Greater involvement with the overall development of the community. Expanded partnerships with other institutions of education, business and industry, and governments.

A more proactive stance in identifying community problems and solutions.

A renewed concern with reaching out to all segments of society. Greater appreciation of ethnic and cultural diversity.

More attention to the development of attitudes which support personal development and ethical understandings.

Greater flexibility in educational programs and instructional deliveries.

Greater emphasis on advanced academic skills and mental receptiveness to acquire and apply knowledge.

An expanded use of technology.

A commitment to systematically measure institutional effectiveness. A concern for the natural environment.

Conclusion

Mission review is a complex and comprehensive process if done properly, but the payoff is enormous. A revitalized mission statement provides a focused direction for the future and a structure by which to evaluate the effectiveness of the entire institutional enterprize.

Edited by JoEllen Wade, Writer-Producer

Planning for Student Success:
What Counts with the Community College Faculty?

Planning for Student Success:
What Counts with the Community College Faculty?

A report presented at
the Consortium for Institutional Effectiveness
and Student Success in the Community College,
Summer 1990 Institute,
Toronto, Canada

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Abstract

Studies at Portland and Lane Community Colleges were aimed at determining the student outcomes the staffs at each college valued most highly and the types of information about those outcomes the staffs perceived to be most useful to them. Using survey methodology, the researcher found that affective outcomes, behaviors closely related to affect, and basic skills were most highly valued. Outcomes traditionally used to measure institutional effectiveness--transfer, degrees awarded, employment--were rated least important.

Faculty rated as potentially most useful data explaining why students dropped programs or courses. Also highly rated was information about student, alumni and employer satisfaction with the colleges and students' basic skill levels at the time of entry. Most types of information about student characteristics tended to be rated less useful, as did documentation of gains in basic skills by students completing programs.

These findings will serve as the springboard for a number of initiatives at the two campuses, including new student tracking systems, follow-up studies, staff development projects, and information dissemination efforts.

Background

The assessment of student learning and development in postsecondary institutions has received much attention recently. Called student outcomes assessment in the literature, it is advanced as a means of improving institutional effectiveness. Advocates claim that colleges can assess students' acquisition of knowledge, skills, attitudes, and behaviors during and after college. Aggregate measures of student performance in these areas then can be used as indicators of institutional effectiveness and can direct policy, planning, curriculum design, and other efforts to improve effectiveness.

One of the key decisions to be made by institutions developing student outcomes assessment programs is the identification of a specific set of desired outcomes which can serve as criteria of effectiveness. A related decision, of course, is selecting appropriate methods for measuring outcomes. The two activities are not distinct from one another since the feasibility of measurement, in part, will determine whether a given outcome should be adopted as an indicator of effectiveness.

The college staff should be involved deeply in the process of identifying desired student outcomes. While there are many factors that can inform this process (for example, a college's formal mission statement), the staff are the local experts on student learning. As such, they have invaluable contributions to make to the process. Moreover, if the staff participate in identifying the college's desired outcomes, they are more likely to "buy into" the concept of outcomes assessment. They also are more likely to support improvement efforts growing out of outcomes assessment findings.

Two Oregon community colleges recently investigated the perception of their teaching faculty, student support staff ahd administrators regarding these two critical dimensions of student outcomes--identifying desired outcomes and measuring outcomes. Portland Community College (PCC), a large, urban college with four campuses and 78,045 students (13,929 FTE) completed its study in the spring of 1989. Lane Community College (LCC), with 30,781 students (7,774 FTE) and serving a large geographic area in the middle of Oregon's Willamette Valley, concluded the study in spring 1990.

Study

Research questions

The studies sought to answer the following questions:

- What kinds of student outcomes do the colleges staff perceive to be the most important for the students with whom they work?
- What kinds of information related to student success, do the staffs perceive to be potentially most useful to them in planning their classes, curriculum, programs, and services to students?
- Related to the two questions above, are there statistically significant variations among subgroups of the staffs?

Methodology

A survey of the staff was conducted at each college. At PCC the survey sample included all full-time teaching faculty, counselors and advisors, and administrators with instructional responsibilities. Community Education (i.e., non-credit) instructors were excluded from the sample. The LCC sample differed from PCC's in two ways: (1) part-time and (2) Community Education staff were included.

For the purpose of the survey, a questionnaire was developed using focus group methodology. Over 50 staff members at each college participated in the instrument development.

The basic questionnaire was composed of three parts. Section One gathered background data about each respondent which later allowed for comparisons of subgroups by specific variables. Section Two presented respondents with an inventory of student outcomes (identified by the focus groups as important) and directed them to rate, on a scale of 1 to 4, the importance of each outcome. Section Three presented an inventory of types of information related to student outcomes (again identified by the focus groups) and asked respondents to rate the usefulness of each item.

Because the questionnaire was customized for each college, there were some differences between the PCC and LCC versions. Background questions varied slightly. In addition to the basic questionnaire, LCC included a section asking staff to rate the importance of 8 specific basic skills in terms of their contribution to student success. There were slight variations in content of the items in Sections One and Two.

At each college, the survey was conducted by the Institutional Research Department. After the initial distribution of the questionnaires by campus mail, follow-up notices were mailed reminding recipients to complete and return them.

Sample

At PCC, 440 questionnaires were mailed, 241 (55 percent) were returned. At LCC, 442 questionnaires were mailed, 218 (49 percent) were returned. For more detailed information about the demographics of the samples, see Tables 1A and 1B.

Analysis

The data collected from each college were analyzed separately using SPSS. In order to find the importance/usefulness of each item, means were calculated for each institutions' whole sample.

To test for variation between subgroups, Analysis of Variance (ANOVA) was performed. In both studies, subgroups were established using the following variables:

- professional role--teacher, counselor/advisor, administrator, other;
- type of student group with whom respondent work most often-vocational, lower division transfer, developmental education, both vocational/transfer, community education (LCC only), other;
- site at which respondent worked--each college used four primary campuses or centers;
- gender (PCC only);
- employment status (LCC only)--contract (approximates full time), non-contract (approximates part time).

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Table 1A

Demographics of Respondents

Variable name	Number of respondents	Percent of respondents
PCC location at which staff member works most often		
Cascade Campus	29	12%
Open Campus	13	5%
Rock Creek Campus	37	15%
Sylvania Campus	160	67%
Student group served (i.e, with whom staff member works most often)		
Technical/voc.	85	35%
Developmental	18	8%
Lower-div. transfer	54	22%
Two or more above	84	35%
Professional role of staff member		
Prof. support staff	28	12%
Teacher	157	65%
Instructional admin.	31	13%
Dual roles	18	8%
Other	7	2%
Number of years working in a community college		
≤14	122	51%
>14	118	49%
Number of yrs. working at PCC		
≤13	121	50%
>13	119	50%
Gender		
Female	118	49%
Male	122	51%

Table 18

Characteristics of Sample Population

Variable	Number	Percent of Total
LCC site		
Main Campus	187	86%
Downtown Center	19	9%
Siuslaw Center	0	0%
Cottage Grove Center	7	3%
Other	5	2%
	218	
Professional role		
Counselor	10	5%
Instructor	169	78%
Administrator	29	13%
Other	10	5%
	218	
Student group served		
Vocational	50	23%
Transfer	80	37%
Alpha (ESL, GED, etc.)	28	13%
Non-credit	10	5%
Vocational and transfer	49	23%
No answer	1	
	218	
Employment status		
Contract	174	82%
Non-contract	38	17%
No answer	6	3%
	218	

Note: Percentages have been rounded to whole numbers; therefore, columns may total slightly more or less than 100%.

Results

Related to most valued student outcomes, both colleges rated all items on the inventory as mildly to moderately important. (See Table 2A). The items receiving the highest ratings tended to be affective outcomes, behaviors closely related to the affective domain, basic or learning skills. Those items with the lowest ratings tended to be outcomes associated with transferring, obtaining degrees or licensure, and securing or upgrading employment. (See Tables 2B and 2C.)

Table 2A
Importance of Student Outcomes
Range of Means

College	Low Mean	High Mean
Portland CC	2.49	3.79
Lane CC	2.26	3.77

(Scale: 1=not important; 2=mildly important; 3=moderately important 4=very important)

Related to most useful types of information about student outcomes, ratings at both colleges ranged from mildy useful to moderately useful. (See Table 3A.) The items rated most useful tended to document student, employer, and alumni satisfaction with the college. The items rated least useful tended to provide information about individual students or aggregates of students.

Two notable exceptions were found. First, the information rated most useful at LCC and PCC was "feedback from students who drop out of classes or programs about their reasons for dropping." Second, a LCC "information about students' [basic skills]" received the fourth highest rating.

The highest rated information tended to be subjective data which most likely would be collected using survey or case study methodology. The lowest rated information tended to be quantitative data, many of which could be collected from internal institutional sources. (See Table 3B and 3C.)

Table 2B

Importance of Student Success Outcomes

Means for All PCC Staff Ranked in Descending Order

Outcome		Mean N=241	SD
1.	students develop positive perception of themselves (e.g., self-esteem, self-confidence)	3.79	.49
2.	students develop positive behaviors (e.g., initiative, honesty, self-discipline)	3.75	.54
3.	students acquire a foundation of knowledge/skills that helps them adapt to new leaning demands	3.73	.51
4.	students master a basic level of skills in reading, writing, math, language proficiency	3.67	.65
5.	students develop the skills to set educational and career goals for themselves	3.63	.65
6.	students identify educational or career goals relevant to their talents and abilities	3.60	.67
7.	students achieve educational goals they have set for themselves	3.51*	.65
8.	students develop an intrinsic appreciation of learning	3.45*	.69
9.	students develop values free of ethnic, cultural, and gender bias	3.39	.81
10.	students master course content at a level set by the instructor(s)	3.38*	.60
11.	students develop the skills and acquire the knowledge base to succeed in more advanced courses at PCC	3.27*	.79
12.	students complete the courses for which they are enrolled at PCC	3.21*	.76
13.	students maintain qualifications for the job they now hold by upgrading their skills/knowledge	3.15*	.90

14.	students understand the inter-relatedness of our global society	3.03	.92
15.	students obtain a job related to the curriculum they studied at PCC	3.03*	.85
16.	students transfer to a four-year college and are academically competitive with natives	2.94*	1.10
17.	students achieve an employment upgrade in their current field of work	2.92*	.88
18.	students obtain certification or licensure in their professional organization	2.88*	.99
19.	students obtain a high school diploma, GED, associates' degree, or 1 or 2-year certificate	2.79*	.95
20.	students obtain a baccalaureate degree	2.50	1.00
21.	students transfer to a 4 yr. college or univ.	2.49*	.94

(Scale: 1=not important; 2=mildly important; 3=moderately important; 4=very important)

*$p<.05$ for between group variance. Groups segmented according to the type of student served by staff members (i.e., [1] mostly vocational, [2] mostly developmental education, [3] mostly lower division transfer, [4] equal numbers of more than one student group).

Table 2C

Importance of Student Success Outcomes

Means for All LCC Staff
Ranked in Descending Order

Outcome		Mean	SD
		N=218	
1.	Master appropriate basic skills in reading, math, writing, and English lang. proficiency	3.77^s	.48
2.	Develop a more positive perception of themselves (e.g., self-esteem/confidence)	3.64	.62
3.	Increase interpersonal skills to succeed in the workplace (e.g., teamwork, communication, problem-solving skills)	3.63	.63
4.	Acquire a foundation of fundamental skills/ knowledge to adapt that helps them adapt to new learning demands on the job	3.62	.65
5.	Develop an appropriate "work ethic" (e.g, punctuality, integrity, concern for quality)	3.62	.65
6.	Develop skills to set educational and career goals relevant to their talents and abilities	3.59^e	.64
7.	Develop an appreciation for learning	3.57^s	.70
8.	Increase positive behaviors (e.g., self-discipline, initiative, honesty)	3.56^e	.69
9.	Achieve the educational goal(s) they have set for themselves at LCC	3.53	.65
10.	Identify an educational or career goal relevant to their talents and abilities	3.47	.71
11.	Develop the skills and acquire the knowledge to succeed in more advanced levels of courses at LCC	3.40^s	.70
12.	Are able to maintain the qualifications for the job they now hold by upgrading their skills and knowledge	3.25	.86

Outcome	Mean	SD
13. Complete the courses for which they are enrolled at LCC	3.21	.78
14. Demonstrate responsibility related to financial agreements they have made with LCC	3.15	.85
15. Move toward acquiring values free of ethnic, cultural and gender bias	3.14	.91
16. Understand the inter-relatedness of our global society	3.06[s]	.90
17. Obtain a job related to the LCC curriculum they studied (even if not a completer)	2.84[s, e]	.98
18. Transfer to a 4-yr. institution and are academically competitive with students who began college at that institution	2.84[s]	1.11
19. Achieve an employment upgrade in their current field of work	2.75[s, c]	.93
20. Obtain certification or licensure from their professional organization	2.69[s, r]	.97
21. Obtain a formal LCC degree, certificate, or diploma	2.35[s]	.91
22. Transfer to a 4-year institution and graduate	2.29[s]	1.00
23. Transfer to a 4-year institution	2.26[s]	.96

(Scale: 1=not important; 2=mildly important; 3=moderately important; 4= very important.)

[s] Significant differences found among staff grouped by variable "type of student worked with most often."

[r] Significant differences found among staff grouped by variable "role."

[c] Significant differences found among staff grouped by variable "site."

[e] Significant differences found among staff grouped by variable "employment status."

Table 3A
Usefulness of Information
Range of the Means

College	Low	High
Portland CC	2.24	3.47
Lane CC	2.35	3.40

(Scale: 1=not useful; 2=mildly useful; 3=moderately useful; 4=very useful)

Table 3B

Usefulness of Types of Information

Means for All PCC Staff Ranked in Descending Order

Types of information	Means	SD
	N=241	
1. feedback from students who drop out of classes about their reasons for dropping	3.47	.78
2. feedback from employers about the relevance of PCC programs to their current employee needs	3.40*	.97
3. feedback from PCC alumni about the relevance of PCC classes to their current employment	3.39*	.85
4. information about students' math, reading, writing and English language proficiency at the time of enrollment (basic skills)	3.39*	.85
5. feedback from students who do not complete their educational programs about their reasons for leaving	3.34	.85
6. feedback from PCC alumni regarding their overall satisfaction with PCC classes	3.32*	.85
7. information about students' disabilities	3.24*	.83
8. feedback from former employers about skills, knowledge and work attitudes of PCC alumni	3.14*	.99
9. feedback from PCC alumni who have transferred about the thoroughness of their PCC classes in preparing them for higher levels of formal education	3.12*	1.01
10. feedback from former students about their current employment status	3.01*	.94
11. information about students' ed. goals	2.95*	.89
12. information about the gain in students' math, reading, writing, and language skills from the time of enrollment to program completion	2.79*	.95
13. information from students about their preferences for course offerings and scheduling	2.78	.90

14.	information from transfer institutions about PCC alumni completion of higher level degrees	2.54*	1.06
15.	information about the number of PCC students transferring to four-year institutions	2.49*	1.00
16.	information from transfer institutions about alumni grades	2.49*	1.05
17.	score results for PCC alumni on national certification examinations (required for employment)	2.42*	1.13
18.	information about students' current class schedules	2.24*	.92

(Scale: 1=not useful; 2= mildly useful; 3=moderately useful; 4=very useful)

*$p<.05$ for between group variance. Groups segmented according to the type of student served by staff members (i.e., [1] mostly vocational, [2] mostly developmental education, [3] mostly lower division transfer, [4] equal numbers of more than one student group).

Table 3C

Usefulness of Information

Means for All LCC Staff
Ranked in Descending Order

	Type of Information	Mean (n=203)	SD
1.	Feedback from students who drop out of classes or programs about their reasons for dropping	3.40	.81
2.	Feedback from current students about their overall satisfaction with LCC courses and student services.	3.35	.74
3.	Feedback from former students regarding their overall satisfaction with LCC courses.	3.35	.79
4.	Feedback from former LCC students about the relevance of LCC classes to their current employment needs.	3.30^{s}	.86
5.	Feedback from employers about the relevance of LCC programs to current employee needs.	$3.26^{s\ e}$	.95
6.	Feedback from employers about skills/knowledge and work attitudes of former LCC students.	$3.25^{s\ e}$	.90
7.	Feedback from former students describing specific training needs.	$3.21^{s\ e}$	.96
8.	Feedback from graduates and leavers about whether they achieved their intended educational goals at LCC.	3.18	.86
9.	Information about students' disabilities and other special needs	3.17	.86
10.	Information about students' skills in math, reading, writing, English language proficiency, and other basic skills at time of enrollment.	3.17^{s}	.92
11.	Feedback from former LCC students who have transferred about the thoroughness of their LCC classes in preparing them for higher levels of formal education.	3.16^{s}	.90

Type of Information	Mean	SD
12. Feedback from employers describing their specific training needs.	3.11^{s}	1.06
13. Feedback from former students about their current employment status.	3.01^{s}	.94
14. Information about the relationship between previously completed LCC courses and student success in more advanced courses.	2.95	.91
15. Information about the gain in students' math, reading, writing, English language proficiency, and other basic skills from the time of enrollment to program completion.	2.84	.94
16. Periodically updated information about my individual students' educational goals.	2.75	.94
17. Information from students about their preferences for course offerings, scheduling, and college services.	2.75	.89
18. Information about the number of LCC students transferring to four-year institutions.	2.48^{s}	.95
19. Score results from former LCC students on national or state certification examinations (for occupations requiring cert./licensure).	2.43^{se}	.99
20. Information about individual students' attendance patterns in all classes during the current term.	2.43	.93
21. Information about former LCC students' completion of higher level degrees from transfer institutions.	2.42^{se}	.97
22. Information about former LCC students' grades from transfer institutions.	2.39^{se}	.97
23. Information about my individual students' current class schedules (e.g., credit load).	2.35^{e}	.93

(Scale: 1=not useful; 2=mildly useful; 3=moderately useful; 4=very useful)

[s] Significant differences found among staff grouped by variable "type of student worked with most often."

[r] Significant differences found among staff grouped by variable "role."

[c] Significant differences found among staff grouped by variable "site."

[e] Significant differences found among staff grouped by variable "employment status."

$p < .05$

Means of subsets of the sample identified above were analyzed using Analysis of Variance (ANOVA). Table 4A displays each variable analyzed and the number of items for which significant differences were found. At both colleges, the greatest number of items with significant differences were found when the population were segmented by the variable "student group with whom respondent works most often." Tables 4B and 4C display the student success outcomes for which significant variation was found based on the variable "student group [served]." Tables 5A and 5B display the types of information manifesting variation based on the same variable.

Table 4A
Outcomes and Information: What Counts?
Number of Items
For Which Significant Differences Were Found

Variable	Portland CC	Lane CC
Importance of student success outcomes		
Student group served	14	11
Professional role	6	1
Site	0	1
Employment status	--	3
Gender	2	--
Usefulness of information		
Student group served	15	12
Professional role	8	0
Site	0	0
Employment status	--	7
Gender	1	--

Table 4B

Importance of Student Success Outcomes at PCC:
Variations in Means
By Subgroup: Type of Student with Whom Staff Works

			Student group served			
		SD	Voc/ tech.	Dev. ed.	LD tran.	Two or more
			n=85	n=18	n=54	n=84
1.	develop positive self-perception	.49	3.73	3.94	3.74	3.85
2.	develop positive behaviors	.54	3.86	3.61	3.70	3.70
3.	master learning skills	.51	3.64	3.67	3.85	3.76
4.	master basic skills	.65	3.68	3.83	3.60	3.66
5.	able to set ed. goals	.65	3.66	3.67	3.57	3.64
6.	set ed. goals	.67	3.68	3.33	3.46	3.67
7.	achieve ed. goals	.65	3.56	3.33	3.33	3.61
8.	develop appreciation of learning	.69	3.38	3.28	3.76	3.35
9.	develop values free of bias	.81	3.49	3.44	3.35	3.31
10.	master content of course	.60	3.57	3.22	3.44	3.17
11.	succeed in advanced classes	.79	3.07	3.22	3.41	3.39
12.	complete classes	.76	3.33	3.22	3.15	3.13
13.	maintain current job qualific.	.90	3.35	3.22	2.58	3.29

14.	develop global awareness	.92	2.91	3.00	3.32	2.98
15.	obtain job related to studies	.84	3.43	2.78	2.48	3.04
16.	transfer, compete with natives	1.10	2.29	2.33	3.61	3.28
17.	obtain employment upgrade	.88	3.04	3.17	2.39	3.08
18.	obtain profess. certification	.99	3.27	2.88	2.24	2.90
19.	obtain h. school diploma/GED, AA/AS or cert.	.95	2.92	2.61	2.30	2.79
20.	obtain BA/BS	1.00	1.98	2.11	3.11	2.71
21.	transfer to 4-yr. institution	.94	2.01	2.22	3.04	2.68

(Scale: 1=not important; 2=mildly important; 3=moderately important; 4=very important)

Table 4C

Importance of Student Success Outcomes at PCC: Variations in Means By Subgroup: Type of Student with Whom Staff Works

		Means					
Rank order	**Outcome**	**Voc.**	**Trans.**	**Alpha**	**Non-credit**	**Voc/ trans.**	**All**
		n=50	n=80	n=27	n=10	n=49	n=216
1.	master basic skills	3.46	3.84	4.00	4.00	3.79	3.77*
7.	appreciate learning	3.18	3.71	3.68	3.90	3.61	3.57*
11.	able to succeed in advanced courses	3.00	3.56	3.68	3.70	3.31	3.40*
16.	understand global inter-relatedness	2.72	3.14	3.21	3.50	3.10	3.06*
17.	obtain job related to studies	3.38	2.55	2.61	2.70	2.94	2.84*
18.	transfer and compete	2.14	3.29	2.40	3.10	3.00	2.84*
19.	upgrade employment	2.94	2.49	2.96	3.00	2.83	2.75*
20.	obtain prof. cert./license	3.14	2.48	2.39	3.00	3.69	2.69*
21.	obtain formal LCC degree/dipl.	2.58	2.06	2.55	2.80	2.37	2.34*
22.	transfer and graduate	1.82	2.76	2.11	2.10	2.14	2.29*
23.	transfer	1.80	2.68	2.15	1.90	2.17	2.26*

(Scale: 1=not important; 2=mildly important; 3=moderately important; 4= very important.)

*$p < .05$

Note: Items are numbered according to their rank order in Table 2.

Interpretation

At both colleges, staff in all areas rated the following outcomes as the most important:

- students develop a positive perception of themselves (self-esteem and self-confidence),
- students master basic skills and learning skills,
- students develop the ability to set and achieve educational and career goals,
- students develop an appreciation of learning,

In addition, at LCC staff rated two additional outcomes (excluded from the PCC study) highly:

- students develop an appropriate "work ethic,"
- students increase interpersonal skills.

The traditional measures of institutional effectiveness, including student transfer to four-year colleges, employment in their field of study, and earning formal degrees, were rated as having the least importance.

How can these findings about staff values be interpreted in view of the fact that the community college mission historically has been to provide for lower division transfer and to prepare students for employment? Have the teaching faculty, counselors, and administrators abandoned this mission in favor of a more diffuse, educational mission? Not necessarily.

The argument can be made that staff believe the majority of students they serve lack the skills and affective characteristics rated most highly in this study. If this is the case, these students may be unprepared to engage successfully in either vocational or transfer education at the college. If these two assumptions are correct, it follows that the staff would perceive these outcomes to be more immediate and critical than the distant goals of transfer or vocational program completion and, therefore, more immediately important.

Implications

While the findings raise a number of theoretical questions, they also have given direction to a number of practical initiatives at both colleges. Some of these initiatives are summarized below.

Dissemination

At PCC a series of activities to disseminate the results of the survey to faculty and staff is planned for 1990-91, beginning with a workshop conducted as part of the college's fall in-service program. Preparation and distribution of an executive summary to all study participants and inclusion of a feature article in the quarterly Institutional Research newsletter will provide college staff with an overview of the project and highlights of the research results. Meetings with campus staff will allow for more detailed discussion of the findings related to specific program areas. A presentation to the Board of Directors is also tentatively scheduled.

At LCC the results of the study have been presented at an open campus meeting. Further plans for dissemination will be made in the fall.

Both colleges intend that these activities will serve as a springboard for discussion about student outcomes and the broader topic of institutional effectiveness throughout the college community. These discussions, in turn, will shape the agenda for research, planning, and organizational development.

Staff Development

PCC will identify current practices employed by faculty and support staff to foster desired student outcomes--particularly in the affective domain. Effective practices that are identified through this research will be shared through staff development activities. Furthermore, the college will explore ways in which classroom research can be used to promote desired student outcomes. Faculty will be trained in relevant classroom research techniques.

LCC will focus staff development on disseminating and training staff to use data which is currently collected and which also emerged as potentially useful (i.e., information from former student follow-up surveys, employer follow-up surveys, and entry test results).

Curricular Changes

The outcomes findings will be used by LCC for curriculum revision discussions. A specific focus will be the place of basic skills in the curriculum.

New Institutional Research Studies

LCC will engage in two new research studies next year which emerged as important to its staff. First, a major study of course and program drop-outs will be conducted to determine the reasons for student noncompletion. Second, the college will survey current students to determine their satisfaction with their educational programs and college services.

Student Tracking Systems

In conjunction with a Title III project funded for 1990-91, PCC will develop and implement a student information system that is focused on retention and outcomes. In conjunction with this work, the college will develop a comprehensive follow-up system to address information needs identified in the survey (as well as to respond to external reporting requirements).

Institutional Effectiveness

In preparation for accreditation in 1994-95, PCC will develop both quantitative and qualitative measures to assess the achievement of institutional goals and objectives.

Innovative Research Strategies for Evaluating and Enhancing Student Success

Innovative Research Strategies for Evaluating and Enhancing Student Success

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INTRODUCTION

When a student enters a community college, the student, in reality is not just taking courses - just getting a degree, or just pursuing an interest. The student is entering a complex system of registration processes, financial transactions, networks of clerks, computer forms, scheduling procedures, and grading systems, not to mention the impact of course requirements, various classroom scenarios and instructor idiocyncracies. Be it brief or extended, the student's journey through the system may be a frustrating and fragmented experience, or a carefully guided experience -- the parts of which bear a relationship to the student's successful achievement at the end.

Student success begins with the institution collectively planning for the student's success. It begins with a "student-centered" strategic design. What is best for the student must be a driving and shaping force. It means that the transformation of the student is the primary purpose of all persons and processes in the organization.

Student success does not happen by simply believing in it. Creating an environment in which the student has the support, the guidance, the direction, and access to expertise to succeed in learning requires a coordinated institutional effort. It requires that each part of the organization (admissions, financial aid, curriculum committees, individual instructors) understands its unique, key role in the student's experience. Perhaps even more important, student success requires that each part of the organization understand how its key role is inter-related and interdependent with all others. For several years Mt. Hood Community College has been striving to develop interrelated and interdependent strategies for student success.

Most recently, in a review of the college's mission, staff members clearly indicated that the purpose of the college is not simply to serve educational needs, but to tend to the student's full potential, to honor diversity and to maintain standards of excellence.

Fundamental to these ideals is a variety of internal systems that work toward the mission. And fundamental to each is a flow of valid information about students and all other parts of the organization. Briefly, we have designed good systems which give us important information about what our students want when they come to us. We have extensive testing, placement, advising and counseling procedures to position the student for best achieving the stated goal. For students who are not yet skilled enough to plunge into regular college classes -- we have a guided studies program which is designed to support the student in building skills and avoiding inadvertent failure. When students enter the classroom, instructors know who they are, what their skill levels are, what they are majoring in, average age, work patterns, and what they want to achieve.

Our students enter areas and programs where strategic plans have been carefully designed on an annual basis and assessed for their effectiveness. All programs are reviewed annually to find those factors which need improvement and strengthening.

Strategic planning is based on a strong student-centered mission. The prevailing theme in virtually every unit of the strategic plan is the desire to strengthen services, curriculum, environment, technology and staff skills to serve the best interests of the student. At the same time, the plan is built on a study of student and community demographics and enrollment patterns and how these are affected by the internal and external environments. A persistent question applied to many decision processes is, "How will that impact students?" or "What will be best for our students?"

At the heart of the information, and the purposefulness -- is the teaching faculty and the classroom experience. Typically it is a faculty member who has the greatest impact on the student and shapes the student's attitude toward learning, and the student's feeling about the college. This in turn shapes the student's behavior and ultimately the student's success.

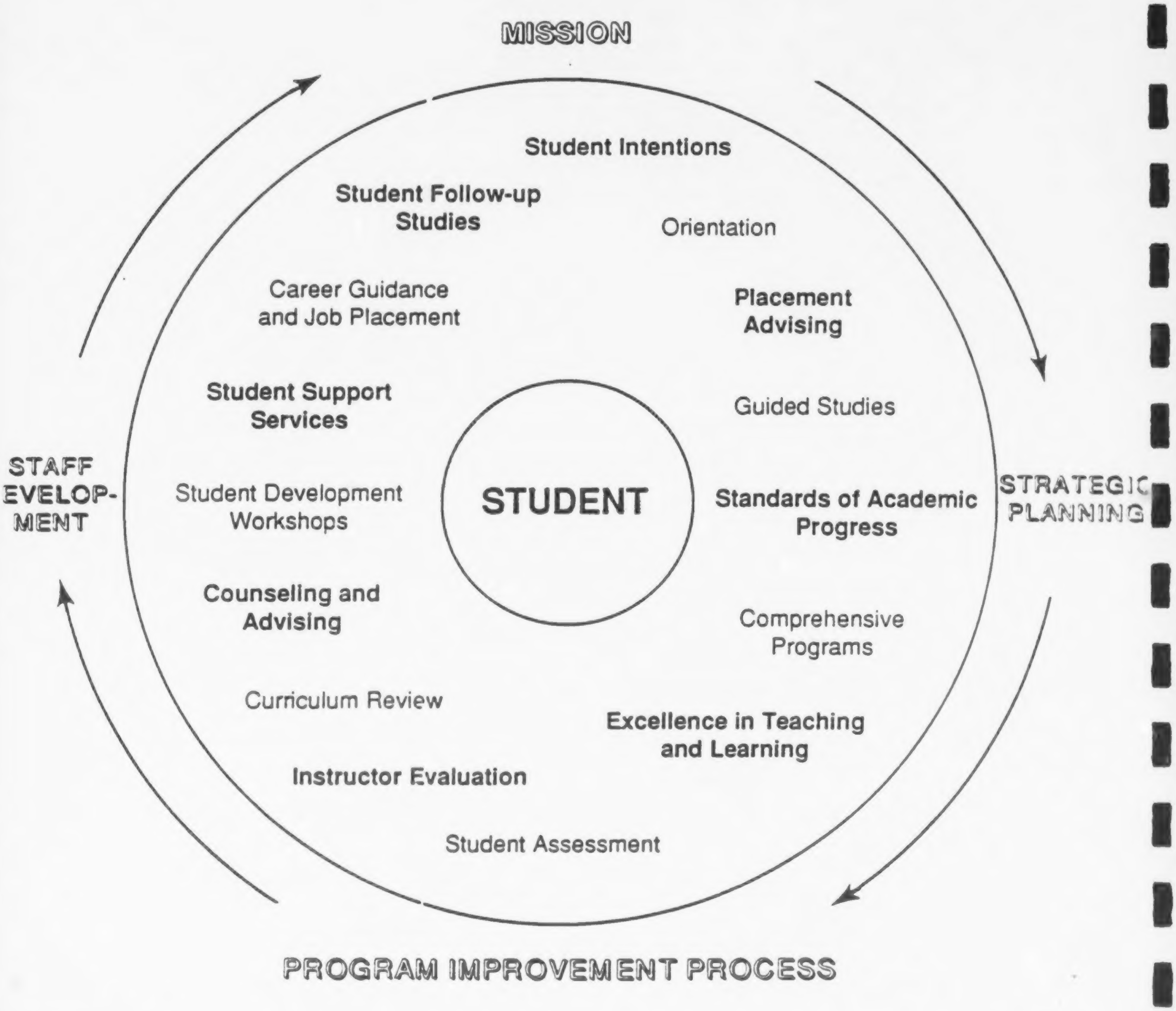
Vital, enthusiastic, curious, successful faculty who are encouraged in their own professional development, are better able to inspire students in their learning. An institution dedicated to student success must nurture faculty success. Two years ago Mt. Hood Community College renewed its faculty professional development efforts and directly involved faculty in assessing and planning development.

In a survey given to all faculty, an open-ended question was asked: "What do you think professional development should be?" Again and again faculty identified what they wished professional development to be and related it directly to students and classroom. Faculty said they wished to upgrade knowledge and skills in their given discipline to be better in the classroom. They wished to explore new attitudes and understanding for more effective teaching. They wanted to participate in the advancement of scientific expertise and deliver it to students. They wished to pursue educational, vocational, and experimental opportunities which would enhance expertise and effectiveness in the classroom. Implicit in the comments is the belief that faculty effectiveness means student success. Also faculty indicated that they wanted to be more involved in the planning of their professional development.

On the basis of the survey, faculty are giving more information and more specific information about development activities. They are doing this through a professional development planning team, the faculty senate, and through the strategic planning and assessment process. Emphasis on teaching and learning -- classroom and students persists.

One specific outcome of these institutional efforts has been the classroom research project -- a classroom assessment effort specifically designed to strengthen student/instructor communications and success.

Mt. Hood Community College
Inter-Related Strategies for Student Success



MISSION

STAFF
EVELOP-
MENT

STRATEGIC
PLANNING

PROGRAM IMPROVEMENT PROCESS

STUDENT

Student Intentions

Student Follow-up Studies

Orientation

Career Guidance and Job Placement

Placement Advising

Student Support Services

Guided Studies

Student Development Workshops

Standards of Academic Progress

Counseling and Advising

Comprehensive Programs

Curriculum Review

Excellence in Teaching and Learning

Instructor Evaluation

Student Assessment

CLASSROOM RESEARCH

Classroom research provides the opportunity to evaluate learning and to take corrective action when learning is not taking place. The following is a brief description of classroom research projects. Faculty introduction to classroom research began with an inservice offered in fall, 1989 under Margaret Gratton's plan for faculty professional development. This session was presented by Dr. Thomas Chenowith, a professor from Portland State University in Oregon. Four faculty formed a nuclear group. After that initial meeting, the group met once a quarter to share experiences and discuss the findings of the research and to encourage each other. The group included instructors in microbiology, chemistry, computer science and nursing; two women and two men.

Project 1: Evaluation of innovative teaching method.

One initial attempt at classroom research was to qualify the learning gained from an innovative classroom activity for a review of basic physiology.

Class: 2nd year associated degree nursing students.

Timing: 2nd week of fall quarter.

Number of students: 38

Class objective: Review of physiology.

Student background: All students have completed 8 credit hours in anatomy and physiology in prior studies. They have completed four quarters of a nursing program. As part of their clinical preparation, they are expected to describe the pathology that is occurring in the patients that they care for (2 a week) both in the first and second year of the nursing program. Much of the theory lectures also focus on what changes from a normal state occur as a result of illness or injury.

Problem: How can this information be reviewed in a stimulating manner and how can prior knowledge be related to the theory focus of the current course (advanced medical-surgical nursing)?

Classroom activity: The physical body is divided into six major systems now called "departments" which are part of a major corporation called "EGO Corporation." Department members, department heads and members of the board are all selected by random drawing.

All receive a memo from the board that describes a 15 percent reduction in the critical resource (blood) and asks each department to describe its role in the major product of the corporation (homeostasis i.e. health); what impact the cut in major resource will have on department function, and their recommendation for a solution other than a across-the-board-cut. All departments have 20 minutes to prepare their response to the board and the department heads present to the board with a 5 minute time limit. Board members hear all reports and then have 10 minutes to reach a decision as to what they believe will be the best way to manage the crisis, provide the rationale and to determine whether the corporation will survive. They report to all departments and to the stockholders (the instructor).

Research: Two major questions were uppermost.

1. What did the students learn from this activity?
2. What questions remained or were raised in the process?

Method: On conclusion of the class, the students were directed to respond in writing to each question posed above.

Findings: (some students indicated more than one answer):

1. Only two of the 38 students found this method unacceptable as a way of learning. "I honestly have a real struggle with this type of learning. It feels too chaotic and my brain always shuts down and I didn't get a lot out of today's assignment." "It is very hard for me to grasp particulars when the class is held this way. I read over the effect of shock on the body systems before class and I learned more from that."
2. Student descriptions of their learning were organized into content areas:
   - a. That the body is a comprehensive whole and the interrelatedness of organ systems. 12
   - b. Specific information related to percentage of blood flow to various organ systems. 12
   - c. Specific effects of shock on various organ systems. 12
   - d. The ability of the body to compensate for shock. 10
   - e. Actual disease processes that have impact on development of shock. 3
   - f. Self-learning, e.g. "I need more study into shock," "I need to get my speaker anxiety under control." 2

3. Questions raised or remaining after the learning activity also fell into several areas:
   - a. How long can the body remain in the shock state (15 percent level) before irreversible changes and death occur? 7
   - b. Specific organ responses to shock and when irreversible changes occur. (heart, kidney, brain, GI system) 7
   - c. Is the brain really the MOST important? Is there really a "foundation group?" 4
   - d. Occurrence of death and the last system to die. 4
   - e. Blood circulation within the body in or out of shock. 5
   - f. How anaerobic metabolism affects the body and other body methods to compensate for shock. 2
   - g. Personal items: "What can I do to learn these systems better?" "Was the Board of Directors' mind made up before the presentations?" 2
   - h. no questions. 3

Conclusions: The majority of students enjoyed the activity. Both noise level and student involvement were greatly increased. The quality of the stated learning was high and the questions remaining after the activity were of high caliber.

The activity also promoted several other important but perhaps "hidden" agendas:

Develop the ability of the group to organize and delegate responsibilities within a very short time.
Provide a spirit of cooperative rather than competitive learning (for each group to act as a team).
Promote the ability to speak in front of a group of peers.
Develop the ability to establish a position and to defend it.

Essentially the activity is believed to be successful in accomplishing its major objectives: review course content and stimulate students' learning.

Impact on teaching: Although a small number of students expressed difficulty with this innovative approach to the topic, their needs also must be met. For the majority of students, however, the learning did seem to come alive. The instructor probably will use the method again.

Project 2: Evaluation of testing tool.

The next project dealt with the concern of making the classroom learning relate with clinical situations. The approach was to focus on classroom testing.

Class: 1st year associate degree nursing students.

Timing: Each week of winter quarter (2nd quarter nursing/3rd in program).

Number of students: 45

Student Background: These students have completed one theory, on-campus laboratory, and one clinical course (hospital and nursing home rotations). They have written basic care plans and pathophysiology for one or two patients each week and they have learned 20 or more basic nursing skills. They have completed 8 credits of anatomy and physiology and a basic psychology course. Along with their current nursing theory, laboratory and clinical courses they are taking human development.

Problem: Does the testing include clinical applications of theory so that, when students face similar situations in real life, they will be able to apply the relevant basic nursing principles?

Research: Analysis of current testing items to determine where they place in Bloom's taxonomy of learning. In addition, the instructor hoped to learn if poorer students had more difficulty with application type items (i.e. missed more of them).

Method: Record each students' response to each item. Analyze each item according to Bloom's taxonomy to determine level of learning tested. Try to determine which students are missing which items (i.e. do the poorer students most often miss the application items). How many items measure application?

Findings: The findings were that the instructor has sheets of student responses to items but as yet have not done the item analysis necessary to continue the research. The information gained from the research group showed that the majority of test items were in the application area and the difficulty level was much harder than the instructor thought. The other realization was that the teaching style for this class included more facts and less application than presently thought. The instructor's plan is to include more case studies in the teaching in order to help student's use theory in clinical applications and, ultimately, pass tests better.

As part of the process of item analysis, test items over the same material were devised in both multiple choice and fill-in style. The instructor found that students seemed about equally able to answer the items regardless of the style of item.

Conclusion: Not yet complete (and may never be) so no real conclusions can be reached.

Impact on teaching: Although this study is not completely done, the instructor believes that she has gained valuable learning regarding her own teaching style. Students need better and more presentations of case studies so that application of theory can be done in a structured, organized way. The expectation is that they will be better able to "see theory" as it applies in the haphazard and sometimes "chaotic" clinical setting.

In addition, the instructor was also somewhat concerned about test security and what to do about students who must take a test later than the regular class because of absence. If the items are rewritten into fill-in style items, then it does provide somewhat of a different test but over the same material.

Project 3: Identification of graduates' values as they compare to employers' values. The purpose is to better prepare the students to cope with "Reality Shock" as they make the transition from student to employed graduate. This project fits quite well with graduate follow-up studies conducted by the college.
Class: 2nd year associate degree nursing students.

Timing: 7th quarter of a seven quarter associate degree nursing program.

Number of students: 36

Class objectives: Inform students (June graduates) about and prepare them to cope with "Reality Shock."

Student background: As described in project 1. In addition, the students were nearly finished with their program and making plans to take the licensure examination and move into the work world as a RN. A profile of nursing students included these common characteristics: average age 28; either married and with one or more dependents or else a single parent as sole support for their dependents. Occasionally there is a single student who is also self-supporting. Many of the students have financial problems and so work 20-24 hours per week. Licensed practical nurses also may come into the program as advanced placement students. Many of them have 5 to 15 years of work experience in hospital and other settings.

Problem: How much difference is there between what students see as the most important values for a RN graduate nurse in the work setting compared to the expectations of employers of the new graduate? According to information gained from Kramer and Schmalenberg's Path to Biculturalism, there is a wide discrepancy between the idealism of the new graduate and real world. This leads to dissatisfaction in the work place by the new graduate with frequent, costly job-hopping, and, perhaps, even withdrawal from the profession of nursing.

Classroom activity: Completion of a questionnaire which represents the values described by Kramer and Schmalenberg gained through nationwide survey and research.

Research: How do MHCC students (soon to be graduates) view the values of employers and graduates from across the nation and identified through research? Can the level of difficulty experienced in adjusting to the demands of the work place and the so called "Reality Shock" be identified or predicted? Theoretically (Kramer and Schalemberg) the greater the difference between the graduate's expectation and those of the employer, the greater the difficulty in adjusting to the work place.

Method: The students were asked to describe each of the 19 value statements on a scale of 1-5 (from less to most important). The students then were directed to compute the average for the employer and for the graduate values and compare them.

Findings: The MHCC students had some differences in the means between employer and graduate values. Surprisingly, they most often ranked the employers' values higher than those associated with graduates. Based on this finding, one would be led to believe that these graduates are well prepared to move from the student role to that of employee.

This finding, however, led to further questions. Is the research by Kramer and Schalemberg, indeed, valid and current (originally conducted in 1974). If it is, then. . .is this a finding unique to MHCC graduates only?

Do other community college students share these same values?

What is the relationship of age and/or prior work experience to the estimation of importance of the value statements?

Do baccalaureate graduates have a different perspective of these work place values?

How do current employers rank these values?

Is there something in Mt. Hood's educational program that promotes the employers' values? If so, is this desirable for the profession of nursing in the long run?

Because Mt. Hood uses the same agencies for clinical experiences that other associate and baccalaureate programs do, the clinical environment should be the same for all students regardless of the type of program. Do MHCC clinical instructors do something different than other instructors in conducting clinical practice that affects our students' perspective of important values?

Conclusions: It seems that there is still too much unknown about the issue to apply it conclusively to any group of graduates. However, MHCC has a very good reputation in the community for quality graduates. The graduates are actively sought during hiring sessions. Second, studies conducted on the longevity of MHCC nurse graduate in the work place show that they remain in the work force for a long time.

Implications for teaching: Can values associated with the job of nursing be determined by a questionnaire? If so, are these job values desirable? If they are desirable, how can they be promoted?

The questionnaire has been rewritten so that it requires the respondent to select priority from a short list of values. The values are then regrouped and again the respondent must select priorities. Then, for a third time, the respondents list the priorities they have selected from the prior two lists and rank the top four. The questionnaire will be administered to both employers and supervising and staff nurses in clinical settings. Then it will be administered to soon-to-be graduates from BS and AD programs in the state. In administering the questionnaire to graduates, additional data regarding age, type of program and time in the work place and whether the work was in health care settings will be sought. Analysis of these data will provide the basis for future program and course development.

As research projects are developed throughout the year, some basic principles from the research of Cross and Angelo became evident. Some of these principles are:

1. the instructor facilitates learning in the classroom.
2. students are interested in learning but may need help.
3. teaching and learning may occur in the classroom, but may be unrelated.
4. feedback from students can provide information regarding the quality of learning that is taking place (and hereafter will be called classroom research).
5. techniques of assessment can and should be very simple to prepare and use.
6. changes can be made at any point in a class when the need for better learning becomes apparent, not just at the end.

The Process: Each instructor in the nuclear group began projects. The projects were widely diverse but basically were efforts to improve the quality of classroom instruction. The faculty really did believe that research could help them help the students learn.

Spreading the word: At a final meeting this spring, the core group of faculty talked about how they could spread the interest, enthusiasm and learning about this technique to colleagues. They felt that fall staff development time was the logical time to promote some basic ideas. First of all they felt the introduction to the concept could NOT be called "research." Too many faculty had bad memories of classes on research design and statistics, and of research projects gone awry. A program titled "classroom assessment," "enhancing learning," "getting to know your students" or something of that nature might encourage more faculty to participate.

Second, the presentation should focus on enhancement of learning. Many of the techniques suggested by Cross and Angelo really are very simple and easy to use in the classroom and lead to helpful information. These faculty could discuss examples of the techniques they had used and show how they had enhanced students' learning.

As more faculty become involved, there will be more discussion about projects and sharing of results of "classroom assessment."

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Follow-Up of Associate Degree Nursing Students

This section describes an approach and results for after-college tracking of MHCC nursing students within the context of Oregon's effort to develop a cooperative program based on data sharing and exchange. The process involves linking community college vocational student records with those of the Oregon Employment Division. The analysis also addresses the issues raised in the previous section with regard to preparing nursing students for the realities of work and resulting job satisfaction.

Employment Conditions. A profile of the employment of registered nurses in Oregon is available from the Occupational Program Planning System (OPPS), updated and published on an annual basis by the Oregon Employment Division. The profile covers total employment, projected openings, supply and demand, employment by industry, applicants and openings through the Employment Division, wages, and other characteristics. The major feature of this profile is the shortage of nurses in Oregon despite the fact that there are over 27,000 licensed individuals versus a total employment of about 17,000 and over 700 openings on an annual average. The shortage of nurses is not a supply problem since educational institutions generate the same or more graduates than the number of openings. Thus the shortage of nurses is due primarily to turnover. Turnover is caused by numerous factors, including working conditions and marriage/family responsibilities. However and as we learned in the previous section, a significant amount of turnover within the nursing profession is due to the disparity between students' idealized view of the field versus actual working conditions. In terms of educational and labor market considerations, the issue is whether nursing programs are reinforcing this disparity or acting to reduce it, and thus assist in reducing the shortage of nurses. This issue also has implications for public policy given the high public and student financial investment in nursing programs.

Tracking System. Several states are using agency wage records kept for unemployment insurance purposes to track student after-college employment and salary patterns. This is a cost effective approach compared to the relatively high cost of and low response from traditional student follow-up surveys. It is especially effective for vocational programs since employment within a specific occupational area is the goal of the program.

In Oregon each college can submit a tape with student identification numbers (SSN) and the state agency will match those IDs against its wage records. To protect the confidentiality of the wage records, all individual identifications are suppressed, with only summary program/occupational data in the resulting reports. The Oregon Automated Follow-Up (OAF) system has achieved a match rate of over 90 percent and allows for both short- and long-term tracking with regard to placement by industry, average weeks employed by year, and wage earnings.

Follow-Up Results. Tables 1 and 2 offer sample reports that can be created from the OAF system. The employment of nursing graduates and non-completers from 1982-83, 1985-86, and 1987-88 are reported. For the 1983 and 1986 students, the wage record data covers three years, 1985 through 1987. For the 1988 students employment for the January through March 1989 period is described. The 1983 and 1986 students were matched against the wage records

TABLE 1. Tracking of Nursing Students from State Employment Wage Records Graduates and Former Full-Time Students from 1982-83 and 1985-86

			1985 <--------> 1987	
Year of Completion/ Exit	Number of Students	Number with Wage Records	% Weeks Worked of total of 156 Weeks	Average Weekly Wage
1983	42	37 (88.1%)	80.3	$ 717.87
1986	77	71 (93.4%)	53.5	$ 309.17

Employment by industry (SIC) between 1985 and 1987 (duplicated count due to students holding more than one job since completion/exit):

1983	Total	Program Related	1986	Total	Program Related
Food and Kindred Products	1	0	Food & Kindred Prod.	2	0
Services	9	9	Services	23	21
Health Services	66	66	Health Services	141	141
			Lumber & Wood Prod.	2	0
			Transportation	2	1
			Retail Trade	24	0
			Finance, Insurance Real Estate	3	2
Total	76	75	Total	197	165

1983 - Placement Rate = 98.7% (75 of 76 positions)
1986 - Placement Rate = 83.8% (165 of 197 positions)

TABLE 2. Tracking of Nursing Students from State Employment Wage Records Graduates and Former Full-Time Students from 1987-88

	Number of Students	Jan/March 1989 Number Employed	% Weeks Worked of total of 13 Weeks	Average Weekly Wage
Graduates	26	23 (88.5%)	97.0	$ 416.86
Non-Completers	11	8 (80.0%)	94.2	$ 317.32

Employment by industry (SIC) during Jan/March 1989 (duplicated count due to students holding more than one job since completion/exit):

Graduates	**Total**	**Program Related**	**Non-Completers**	**Total**	**Program Related**
Personnel Supply Services	1	1	Motor Veh. Dealers	1	0
Offices of Physicians	1	1	Offices of Physicians	1	1
Nursing/Care Facilities	2	2	Nursing/Care Fac.	2	2
Hospitals	19	19	Hospitals	2	2
			Residential Care	1	1
			Exec & Leg Off.	1	1
Total	23	23	Total	8	7

Graduates - Placement Rate = 100.0% (23 of 23 positions)
Non-Completers - Placement Rate = 87.5% (7 of 8 positions)

at the same time, early 1988. The record match for the 1988 students was conducted in spring 1989.

Table 1 - 1983 and 1986 students - describes the number of students and year of program completion or college exit, number and percentage found in the state's wage records, percentage of weeks worked during the 1985-87 period, average weekly wage earned during this period, and industries of employment. The data are reported for all program students as a group, thus the information is reported as an average. The industry of employment data includes all positions held during the period, and thus, represents a duplicated count since each individual student could have held more than one job over the three years.

The average percentage of weeks employed over the three years is based on 156 weeks; there is no adjustment for vacation time, etc. Thus, it would be very unlikely that this percentage would approach 100. The 1983 students show an employment rate of about 80 percent compared to 50 percent for the 1986 students. This is to be expected since the 1986 students were enrolled during a majority of the 1985-87 period. This same difference is reflected in the salary and industries of employment data.

The average weekly salary during the 1985-87 period for the 1983 Nursing students was $717.87 compared to $309.17 for the 1986 students. This difference reflects the amount of time in the labor force and the fact that the students cannot be employed as nurses until they have graduated and passed the state license examination.

The placement rates are derived from the data describing employment by industry. This breakdown is by the Standard Industrial Classification (SIC) index for each position held during the 1985-87 period. Program related employment was determined from a state agency publication presenting an occupational profile for each industry. This profile indicates which program/occupations are found in each industry. For example, if a nursing student was employed within an industry that normally employs nurses, then that employment was coded as program related. Obviously, such an approach can result in misleading conclusions, but within the limitations of the tracking system, the error rate would be relatively low.

The data for the 1983 students reflects employment patterns after college while for the 1986 students the distribution reflects employment during and immediately after college. The major difference among the two groups is the relatively narrow distribution across SIC for the 1983 nursing students, reflecting a stable employment pattern within the field. The wider distribution for the 1986 nursing students obviously reflects employment while attending college (high concentration within Retail Trade SIC). The high employment rate with Nursing and Personal Care Facilities and Hospitals reflects their employment after graduation.

Table 2 is structured similar to Table 1 except that the results are broken out between graduates and non-completers. Since non-completers are not eligible for licensure, they would not be employed as registered nurses. Nonetheless, 7 of the 8 non-completers are working in the field. The difference in status is reflected in salary, the non-completers are earning about $100 less a week than the graduates.

Follow-Up Results and the Occupation. The above follow-up results can be compared to the occupational profile information previously discussed from the OPPS system. Perhaps the first finding to note is the employment stability of the MHCC nursing graduates, especially evident for the 1983 students over the 1985-87 period. This suggests that the MHCC nursing program has been successful in preparing students for the reality of work in that there appears to be little if any turnover. Further, 80-90 percent of the MHCC graduates are working in hospitals compared to less than 70 percent of all nurses in Oregon. These results are consistent with the findings reported in the previous section describing the consistency in work-related values held by MHCC students with those identified by employers. That is, part of the success of the MHCC students in employment is derived from their realistic expectations.

The salary information is also revealing. The OPPS system reports a average weekly range of $240 for entry (low), $510 for average, and $754 for the high end of the pay scale. The 1986 and 1988 graduates are earning near the average range with less than one year in the field. The 1983 students are earning near the upper range after four years in the field. This finding suggests that the students are achieving more than stable employment but are also succeeding within their profession.

Implications. Efforts to serve and respond to the needs of community college students should be based on sound and informed institutional research. To this end, research on this student population has increased throughout the 1980s. Given the longitudinal requirements, the number of variables that need to be incorporated, and the cost factor, new and innovative approaches to such research will be needed if extensive, comparative, and institutional specific findings are to be forthcoming.

The purpose of this study has been to suggest and illustrate approaches that might facilitate extending this research. The limitations of and obstacles to developing policy-relevant findings are numerous. However, there are proven strategies for addressing these issues. The analysis offered here illustrates how research findings on students while enrolled in a program can be verified through after-college follow-up. In addition, the findings can be linked to broader concerns with regard to the profession and labor market conditions.

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Therapeutic Leadership

Therapeutic Leadership

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Social, economic, and technological forces have forged an extraordinary period of change and a time of exciting opportunity. Changing conditions challenge political, educational, and corporate leaders in all organizations to throw off the vestiges of past ineffective management and leadership practices - ones steeped in control, imagery, structure, authoritarianism, power, fear, and rigidity - and to develop and implement new organizational and leadership practices that allow greater flexibility, increase responsiveness, and promote vision and creativity.

Traditional concepts of managerial control and charismatic leadership may have been effective in previous circumstances. However, these constructs are simply not designed for the dynamic nature of contemporary organizations, nor are they well-suited to meet the needs and expectations of increasingly sophisticated individuals who work in these organizations. Timeworn practices may actually inhibit the entrepreneurial spirit of taking risks and assuming responsibilities necessary to maintain vitality within modern institutions, including community colleges.

Simply, people and organizations are more complex and fluid. The critical challenge to leaders is to mobilize their organizations and the individuals that comprise them to work toward commonly held goals, purposes, and shared visions. They must develop ways to resolve differences between the goals and needs of individuals and their organizations to allow both to grow and prosper. Past management practices and traditional concepts of leadership are not designed to meet these challenges. Rather, they require the art and practice of therapeutic leadership.

Not to be misled by the term, therapeutic leadership is not a quasi-medical treatment. Therapeutic leadership is a process and a style of leadership designed to bring about social interaction and positive social change in the context of organizational and individual needs.

Basic to the therapeutic leadership approach is the belief that it takes teamwork to get things done in organizations. Leaders build teams with spirit and cohesion, teams that feel like family, teams that believe they can make a difference. In order to have an effective team there must be harmonic interaction, for the probability of success increases proportionately with the degree with which staff harmoniously adjust themselves to each other and to their environment.

Role of Therapeutic Leadership

Where all staff are responsible for the well-being of the entire institution, the therapeutic leader is responsible for the well-being of all staff. The therapeutic leader's primary job is:

a. To help all individuals in an organization feel good about themselves and their work.

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b. To promote and enhance individuals' personal growth and to build their confidence and self-esteem.

c. To reduce anxiety in the workplace and emphasize mutual supportiveness among all members of the organization and community.

d. To cause others to feel stronger, independent, and active.

e. To encourage organizational members to have fun and enjoy what they are doing.

f. To be positive and constructive.

g. To establish and model authentic, open, trusting, and honest relationships.

h. To exhibit empathy and unconditional positive regard for others.

i. To listen with understanding.

Communication requires two-way listening, and the therapeutic leader must be able to communicate effectively. Good communications among individuals are themselves always therapeutic. The major barrier to effective interpersonal communications is the tendency to judge and approve or disapprove the statements of others. Such judgments come from personal frames of reference. The therapeutic leader listens from and understands the other person's point of view. Therapeutic leadership also requires the leader to "know thyself" - to know one's own strengths and weaknesses, feelings, and motivations; and to "make thyself known" - by presenting an honest expression of oneself to others.

Community colleges face enormous challenges in an increasingly complex and rapidly changing environment. To be successful, their leaders need to adapt their leadership styles and management practices, requiring many to change fundamentally long-practiced behaviors. New leaders must be prepared for a future in which therapeutic styles are likely to be more effective than charismatic styles. The leadership of all constituents of the college community, including boards of trustees, faculty, administrators, classified staff, students, and community groups, needs to develop an appreciation for what can be achieved by participating in an environment of open communication, trust, and regard for the needs of others. It is up to the president to model such therapeutic behaviors as a community leader.

The administrative team at Collin County Community College is committed to the concept of consultative/participatory decision-making throughout the organization. The model consistent with Dr. Anthony's philosophy of therapeutic leadership is applied through the involvement of faculty/staff in the selection and hiring of new employees, the role of faculty discipline coordinators, the task force structure in the decision-making process, the strategic plan, and implications for classroom learning.

Hiring Process

As part of the consultative/participatory decision-making process, faculty and staff are vitally involved in every stage of the selection of all new employees. The need for additional positions is identified by the academic deans working in harmony with discipline coordinators based on enrollment trend analysis and strategic planning. When a new faculty position is funded, advertisements in local and national publications are prepared by the Human Resources staff, working in concert with Deans, Coordinators, and the Vice President for Instruction. A screening committee consisting of all full-time faculty in the appropriate discipline, one faculty from outside the discipline, and one member from the Human Relations Task Force and chaired by the Discipline Coordinator, screens all applications. The Task Force utilizes telephone and video tape interviews to pare the list of applicants to between three and five final candidates. The final candidates are invited to on-campus interviews with the selection committee, the Director of Human Resources, the appropriate Division Dean, the Vice President for Instruction, and the President. In addition, each candidate is required to present a micro-teaching classroom presentation in an open interview session to which all employees of the College are invited. The attendees are requested to complete an evaluation checklist on each candidate. The information from the checklists are compiled by the Director of Human Resources. The selection committee also obtains a writing sample from the candidates in order to evaluate their writing skills. The final selection is made in a session attended by the President, Vice President for Instruction, Division Dean, Discipline Coordinator, and Director of Human Resources. Input from each of these individuals is crucial to the process of making the final selection.

In short, the faculty selection process emphasizes a team approach and all members of the staff and faculty are encouraged to participate. The process for selecting and hiring non-teaching staff follows a similar format, but without the micro-teaching presentation.

Role of Discipline Coordinators

The unique role played by faculty Discipline Coordinators within the organizational structure of Collin County Community College emphasizes the consultative nature of the leadership process. Discipline Coordinators are defined as full-time faculty members who receive a combination of course release time and monetary stipends for coordinating the activities of a particular subject area. Discipline Coordinators are charged with responsibilities as follows:

a. Screening, selecting, and evaluating adjunct faculty.
b. Strategic planning for the department.
c. Preparing department budget requests.
d. Preparing the initial departmental class schedule.
e. Coordinating the preparation of common course syllabi for all courses taught in the department.
f. Coordinating the textbook selection process for the department.
g. Coordinating competency-based program development in all technical/occupational programs.
h. Conducting program advisory committee meetings.

The Discipline Coordinator style of leadership fits in well with the therapeutic leadership model in that academic decisions are made at the appropriate faculty level, administrative proliferation and "layering" of administrative levels are avoided, and coordinator responsibilities can rotate to include many faculty on campus. At Collin County Community College, administrators at all levels are encouraged to teach classes so that they may stay in tune with instructional issues and with students and faculty. Likewise, the discipline coordinator system encourages faculty to become involved in academic leadership and management on campus.

Task Force Structure

Indicative of the participative style of leadership at Collin County Community College is the role that task forces play in the decision-making process.

The faculty, staff, and students are eligible to participate in college decision-making by serving on task forces. Some task forces serve the College in such areas as advising and planning while others recommend policy or hear appeals. Collin County Community College recognizes the vital role that task forces play and encourages each employee to serve on at least one task force. Several task forces including Excellence in Education, Staff Development, and Honors have annual budgets which require them to plan, implement, and maintain fiscal responsibility.

Task force assignments are made annually by the All College Council (an elected task force established to enhance communication and serve as an internal board of trustees) after soliciting requests for assignment from full-time and part-time staff. Students are eligible to serve on 18 of the 25 task forces. Requests for formation or dissolution of task forces are made to the All College Council. The Council then makes its recommendation to the President.

There are three types of task forces at the College: those which are voluntary, such as the Calendar Task Force, Staff Development Task Force, and Special Events Task Force; those which are elected, such as the Excellence in Education Task Force, All College Council, and Curriculum Task Force; and those which are appointed, such as the Council on Institutional Effectiveness and other special purpose task forces.

Examples of the different types of task forces on campus are the Excellence in Education Task Force, the Staff Development Task Force, Strategic Planning Task Force, and the Council on Institutional Effectiveness.

One of the most important and active task forces on campus is the Excellence in Education Task Force. This task force is comprised of elected full-time teaching faculty members from each division and reports directly to the Vice President for Instruction. The number of faculty members per division is based upon population of full-time faculty in that division. The purpose of the task force is to promote excellence in teaching and provide opportunities for professional development through budgetary allowances for curriculum development, classroom research, professional travel, and other individual professional needs. The task force also makes recommendations to the Vice President for Instruction regarding those faculty to be awarded three year contracts. The criteria for a multi-year contract is based on a formal application to the Excellence in Education Task Force. The decision to recommend a multi-year contract is based on both the task force review, as well as student, dean, and self evaluations. Such evaluations take into consideration quality of teaching, advising, and other contributions to the College.

The Staff Development Task Force is charged with the responsibility of coordinating staff development activities for the entire college community including formation of a master calendar of events, publicity, and budgeting. Membership on the Task Force is voluntary and is comprised of personnel from all areas of the College. A teaching faculty member serves as the chairperson. The chairperson also serves as a liaison to the Excellence in Education Task Force. Currently the Staff Development Task Force reports to the Vice President of Institutional Advancement, but the reporting structure is now under review.

Strategic Plan

The strategic planning process at Collin County Community College is a good example of therapeutic leadership in action. Open communication, wide participation and trust are critical to its success. First established in the Fall of 1986, the Strategic Planning Task Force, chaired by the Director of Institutional Research, is a broad-based group of faculty and staff representing all areas of the College. Responsibilities of the task force include the design and development of the College's long- and short-range plans. The planning process itself moves from the bottom up, rather than top down. The President does provide a list of priorities for the College and some budgetary parameters as a context, and the Task Force designs the planning forms, but the actual detailed planning is accomplished for the most part by the College's 80 academic and nonacademic cost center managers.

Using a variety of data, including demographic information and survey results provided by Institutional Research, and with a knowledge of institutional and divisional mission and goals, each cost center manager formulates the mission and profile of his or her specific area, the external and internal factors affecting future direction/development, a list of prioritized short- and long-range goals and objectives, and a budget which is closely tied to the area's stated priorities. Each manager solicits ideas from subordinates and peers, completes the plan and then sends it to the Dean or Director who supervises the area. This supervisor makes suggestions for revision, and the revised version is sent to a Vice President who likewise suggests revisions and sends the result to the President. All along the way workshops and consultations provide a forum for open communication about plans at different stages of completion.

Institutional Effectiveness

The Council on Institutional Effectiveness was established in the Fall of 1988 to prepare recommendations for procedures to be followed in evaluating institutional quality. Its members were appointed by the Vice Presidents and others in the President's Advisory Council so as to be broadly representative of College constituencies. The Director of Institutional Research also serves as Chairperson of this group, thus providing a critical link between planning and evaluation.

The Council's first task was to review the College's "Statement of Mission, Philosophy, Purposes, Goals, and Objectives," first adopted in the Fall of 1985. The CIE then expanded the original document, through many long hours and much hard work, so as to describe, for each stated objective, the expected results, the procedures used to assess achievement of results, the administration of assessment procedures, and the use of assessment findings. A model of accountability was thus set up for each of the College's objectives. During this past year, the same model has been implemented by all 80 cost center managers preparing their Strategic Plans.

Currently, an important task of the Council is the development and pilot testing of a model for assessing the effectiveness of instructional programs. Like the planning process, this model requires intensive participation by different levels of faculty and staff rather than judgments passed down from on high. The Council will evaluate the results of the pilot and make recommendations for College-wide implementation beginning next year.

Implications of Therapeutic Leadership in the Classroom

The implications of application of therapeutic leadership in the classroom incorporate a style of teaching/learning that actively involves students in the process. The uniqueness is not what is being taught, but how it is being taught. The process, like therapeutic leadership, requires open communication, participation, risk-taking, and trust by both professor and student. Similar to therapeutic leaders, professors find themselves spending much of their class time as coaches, mentors, and referees rather than as lecturers and discipline-related researchers.

The teaching/learning paradigm that is experientially student-centered was integrated into the original curriculum development of Collin County Community College. As a result of the emphasis on active learning from the college's inception, the college community has been able to observe, ask, review, and evaluate the experiential approach. Based on the data from these sources as well as national research, (National Institute of Education 1984, Gowan and Novack 1984, Gibbs and Harland 1987, and Association of American Colleges 1985 and 1988) there appears to be a strong indication that indeed students do learn, grow, persist, and enjoy higher education more when they are actively involved in the learning process. A brief summary of experiential teaching/learning in four disciplines to more fully illustrate the concept is as follows:

I. Accounting

In order to help cope with the expansion of accounting standards and the selectivity of hiring in the field, Professor Billie Cunningham has carefully constructed writing assignments to augment the traditional accounting practice sets. In Principles of Accounting I, students complete a daily journal in which they answer thought-provoking questions provided by the professor. The questions relate to the day's in-class lecture or discussion. In using these journals, the students think about and better understand difficult concepts that are not being understood through homework problems. These students have a better chance to synthesize what they are learning as they encounter new concepts, rather than being forced to synthesize material 16 weeks later. Also, a by-product of writing in journals is extra writing practice and, presumably, better writing skills. These same students will then progress to the second Principles of Accounting course and will be assigned a term project involving the analysis of a corporate financial report.

II. Humanities

In acknowledgment of the educational need to encourage the growth of creative potential, the Humanities 151 course at Collin County Community College includes a one-hour lab component, with emphasis on creative thinking skills, to accompany the regular three-hour classroom learning experience. Like natural science lab courses such as biology and chemistry, this course requires lab time so that students may better understand the aims and goals presented in the classroom, and direct experience of certain objectives outlined by the course curriculum. However, unlike many traditional lab courses, this course emphasizes creative thinking and self-expression. During the lab time students participate in producing creative projects rather than simply acting as observers. A lab manual has been written to serve as a guide in the completion of these projects. Professor Janet Schriver requires students to complete four creative projects during the semester, including a visual collage project, a computer graphics project, a sound project using a synthesizer, and a video project. In addition to completing the four projects, students are also required to keep a journal of the creative process for each project and a written evaluation of each project. Some projects are done individually, and some are small-group collaborative efforts.

III. Psychology

Four elements that the psychology department has employed to try to achieve student involvement are: a laboratory component, extensive writing to learn, classroom research, and business/industrial linkages through internships. These four elements are inseparable in our educational process as the laboratory and internships require written reports, and the written assignments demonstrate the student's ability to communicate knowledge, understand method of inquiry, and give feedback on the learning process. A one-hour per week laboratory component has been established for all three credit-hour psychology courses. The laboratory component allows the student to integrate theoretical and practical elements of the course promoting cognitive, affective, and behavioral learning through this participatory experience. The laboratory component is fully integrated into the psychology curriculum. By correlating laboratory experience with competency-based course content, the lab attempts to ensure synthesis of knowledge, creative, and critical thinking. The laboratory centers around the application of learning and on introducing students to the various methods of contemporary research. The lab is not to be confused with a psychology lab that is designed to further research in the field of psychology by the faculty of the college. Rather, it is indeed a teaching tool using classic as well as state-of-the-art psychological experiments to promote application of theoretical psychological course content with the student as researcher. The psychology faculty began implementing the laboratory experience in January of 1986 and has written a laboratory manual for the General Psychology and Lifespan Psychology courses. The manuals have been revised three times. The manuals contain all possible experiments for the semester. They are designed much like a natural science laboratory manual with an instructional page and laboratory report forms. The students turn in the laboratory report forms which involve not only graphing results but also writing about the experimental process and about their opinions of the experiment. The last element of writing allows both the synthesis of affective and cognitive elements of the experiment and a debriefing psychological process for each experiment.

IV. History

Today's traditional incoming college freshmen were born in 1972. The first president they remember is Jimmy Carter. They have grown up with television, VCRs, and computers. Usually they have not heard of Hubert Humphrey and know very little about Vietnam except from a Hollywood perspective.

At Collin County Community College, an effort is made to make history, no matter how old the topic, relevant to the students' experience. This approach usually results in a more stimulating class.

A project discovered by Professor Joe Jaynes which stimulates students interest in history is video research. To replace the traditional research paper, students create a video documentary about a historical event or time period of their choice. While some students create through narrative, most incorporate the music of the time period. In creating this video they research file footage regarding their subject from a variety of resources such as the Twentieth Century Video Library. The students then splice the tape and dub in appropriate songs. The resulting video resembles MTV with an academic twist. The students are more excited over this project than the traditional research paper. The video project also gives them the opportunity to become more creative and exercise critical thinking. Students are required to complete a written abstract that contains a summary of the project including overall goals and objectives they have tried to achieve with this project. They also must include a reference page for their video. Based on student surveys, it has become apparent that the video project has increased relevance to the student's experience, and students report they work harder on this project than on a traditional paper.

> Another project students completed is an analysis of television shows. One hundred years from now history students researching the late twentieth century will be using television as a major research tool. Keeping this perspective, students view television shows from the late 1950s to the present and write their perspective. For example, the students imagine themselves as students in 2090 watching a 1953 "I Love Lucy" and see an episode where Ricky spanks Lucy. What would be their conclusion in 2090 on the status of women in the 1950s? This perception could be reinforced by such shows as "I Dream of Jeannie" or "Bewitched" where women with magical powers are willing to give them up to become housewives. The status of blacks in America in the 1940s and 1950s is explored by viewing such T.V. shows as the "Andy Griffith Show," which portrays a rural southern town without blacks or the Tarzan movies in which one white man can defeat thousands of black natives. As is evident, media analysis can be used in many different areas of social research.

Although a full-scale evaluation of Collin County Community College's experiential teaching/learning component has not yet been conducted, a number of indicators of effectiveness have emerged over the past couple of years. These indicators include student comments gleaned from the annual Collin County Community College Student Survey, the average withdrawal rate in history courses at Collin County Community College as compared with the rate in all courses in the College and in history courses at colleges that do not have the experiential component, and pilot studies conducted in accounting and psychology classes. Other studies are being planned.

The 1988 Collin County Community College Student Survey was completed by 750 respondents, a sample broadly representative of the total student body. One of the several open-ended questions in the survey asked the question, "What do you like best at Collin County Community College?" In response to this question, a number of students referred to the experiential laboratory component: "The lab has helped me put into practice what I'm learning in class." "I like the teachers, the extra help, labs, etc." "I really like the lab projects. It's hands-on stuff that helps me understand the subject!"

Regarding history, comparative course withdrawal rates provide an indicator of effectiveness of the experiential component. In the Spring semester of 1989 the withdrawal rate in all Collin County Community College classes was 21 percent. The withdrawal rate in history courses, all of which included an experiential component, was 15 percent. In the history courses taught by Professor Joe Jaynes, the withdrawal rate was only 7 percent. These history withdrawal rates can be contrasted with those in several other history departments in Texas community college districts where withdrawal rates range between 24 percent and 27 percent.

A pilot study in Professor Martha Ewing's General Psychology course was conducted in the Spring 1989 semester to discover the extent to which students' completion of laboratory work correlated positively with course test scores. A total of 93 students participated in the study. Scores on the laboratory work of these students were compared with their scores on each of three tests. Myers Briggs Type Indicator, I.Q. Scores, and Learning Styles Assessment scores of the students served as independent variables. These scores reflected a normal distribution. The results of the pilot study revealed a positive correlation, i.e., R=+203. These results were at a significance level of p=.05, i.e. one could be 95 percent confident that the correlation exhibited was accurate.

The laboratory component and manual in General Psychology were evaluated by students. A survey was designed specifically to ascertain students' perception of learning in the laboratory. All students enrolled in General Psychology courses completed the survey, n=472, Spring semester 1987. The results of the student evaluations showed that 92 percent of the students believed the laboratory section of General Psychology to be helpful in their learning experience and advantageous to the synthesis and application of knowledge.

Dr. Billie Cunningham conducted a pilot study in Principles of Accounting. In her study, two classes kept journals while two classes did not. The journal writing classes were compared with the non-journal writing classes on retention, final exam test scores, and grade point average. The results were an 18 percent withdrawal rate due to academic difficulty in the non-journal writing classes compared with an 11 percent rate in the journal writing classes. The journal writing classes scored an average of five points higher on the comprehensive final, and three and a half points higher on grade point average.

When students are free to discuss, examine, analyze, and formulate their own independent judgments about academic material, they have a greater opportunity to synthesize and integrate that knowledge. When students interact with their professors and subject matter in order to understand the methods and styles of inquiry that led to the development of each discipline's knowledge, then students have the opportunity to think critically and creatively and apply that knowledge to their own lives.

Summary

The primary focus at Collin County Community College is teaching and learning. Learning flourishes in an atmosphere of trust and confidence where risk-taking is not only possible, but encouraged.

Therapeutic leadership by the administration fosters this type of atmosphere. By promoting trust, honesty, openness, independence, authenticity, and genuineness at all levels of the College, the staff, as well as the students, have the opportunity for growth, cohesion, harmonic interaction, and success.

The future will require leaders in community colleges and in the classroom to keep our eyes, ears, and minds open. It will require us to listen and to involve, to coach and to develop, to enrich and to motivate, to risk and to credit, to care and to express concern, and to laugh -- especially at ourselves. In the final analysis, our success as leaders will require us to be "only human."

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Finding Higher-Ground: Strategic Planning for Effecting Positive Student Outcomes

Finding Higher-Ground: Strategic Planning for Effecting Positive Student Outcomes

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I. Introduction

We will do three things in this session. First, we will discuss some planning orientations that we find significant. Secondly, we will present how we have applied these planning orientations at the Community College of Denver. Finally, we will generalize what we have learned in the hope that our experience may benefit other community colleges.

The first part of the session title, "Finding Higher-Ground", reflects the past four years at the Community College of Denver. We have established strong connections with the community, initiated sustained growth, and attained financial stability The strategic planning process has been a pivotal factor in these changes. The strategic planning process has emphasized managing the external environment and solidifying the political position of the Community College of Denver within the community. The source of students, recruitment strategies, and student population growth have been the indicators of success.

The second part of the session title, "Effecting Positive Student Outcomes", reflects the work ahead of us. We debated using the subtitle "Affecting Positive Student Outcomes" since the forthcoming changes at CCD will involve changes in institutional culture more than anything else. The fundamental cultural change will establish planning within CCD as a participatory activity. The strategic planning process will emphasize achieving a balance between internal organization and change in the external environment (ef. Alfred and Linder 1990, 7-12). The kinds of students, intervention strategies, and student outcomes will be the indicators of success.

Internal changes in response to changes in our external environment have already begun. Two distinct response patterns that target positive student outcomes have emerged. We call these two patterns transformational and transactional. Transformational leadership for planning emphasizes change in values to accomplish goals as they are handed down from administration. Transactional leadership for planning emphasizes change in relationships to accomplish goals as they are generated by faculty and staff. The former concentrates on ends while the latter concentrates on means. Contrary to the past emphasis on transformational change, we feel that the transactional pattern will be more efficacious in obtaining long-term student success.

Of course, only time will tell which internal response will be most effective in generating positive student outcomes. Hopefully, as the title of our session implies, you will find our practice exemplary even though we ourselves are still practicing!

II. Background

The Community College of Denver became a free-standing institution in 1985. From 1970 to 1985, CCD belonged to a tri-campus Community College of Denver System. Central administration conducted planning in response to the community. Internal administrative planning at each campus entailed response to, and frequently reaction against, initiatives handed down from a central administration. Individual campus programs conducted planning for student outcomes.

This institutional outlook on planning was heightened by the location of CCD in the Auraria Higher Education Center in downtown Denver. Through the Auraria arrangement, CCD shares physical facilities with Metropolitan State College and the University of Colorado at Denver on what is cumulatively the largest college campus in Colorado.

The program level at CCD as the actual link between the specific community (as opposed to the metropolitan area) even though officially the programs were not supposed to perform this function. Budgeting was controlled by the legislature although programs obtained additional funds through grants or other arrangements. Internally, the role of college administration was to buffer faculty and staff from central administrative dictates and to enforce central administrative directives upon faculty and staff when necessary.

Information was tightly controlled between each level: central administration, college administration and program. Control over information was exerted both on a "top-down" and "bottom-up" basis since notoriety through program success meant loss of control. Given these antecedent conditions, the college required major transformation to realize its potential as a free-standing institution. This was addressed through the installation of a college-wide planning process in 1986.

III. Planning Orientations

Guy Benveniste (1989) states that planners are not effective because they have not thought through the political and management dimensions of their role. As community college planners concerned with effective student outcomes, we must think through the political and management dimensions of our role in terms of achieving balance.

We use balance here in the same sense as Richard Alfred and Vincent Lindner (1990, 2) when they observe that "To be effective an institution must possess attributes that are simultaneously contradictory, even mutually exclusive." If community colleges are to sustain their paradoxical missions, they must strive to balance external community needs with internal resources. A good planning process is an essential tool in striving toward such a balance.

We can define effective planning as "a management tool designed to help organizations cope with uncertainty" (Benveniste 1989, 17). Effective planning is also political by nature because it makes a difference. Furthermore, effective planning makes a difference that is not trivial, but which makes a significant change in the relationship of the community college to the environment, and a significant change in the internal organization of the community college.

Initiation of the CCD planning process has changed as different political and management contingencies were triggered by the planning process itself. In 1986, faculty developed a series of white papers concerning community and student characteristics. The issues delineated in the white papers were then directed to a college-wide planning committee for translation into planning priorities. This procedure changed in 1987 when community needs were elicited from the college advisory board. Community needs were then translated into internal priorities by all faculty and staff at a college-wide meeting. A college-wide planning committee again translated these internal priorities into action strategies.

In 1988, planning activities were consolidated as functions of the college-wide CCD planning committee. The environmental scan, priorities and action strategies produced by the committee are discussed by the college advisory board whose role is to advise and consent to the components of the plan. The college-wide planning committee continued as the locus for the internal planning process in 1989 although its membership changes from year to year.

The CCD strategic planning process starts with the external aspect; that is, change in the relationship of the college to its environment. The process begins with the selection of a planning committee with representatives from all areas of the college. The representatives come from at least three different internal advisory councils of classified employees, faculty and administration. The committee conducts strategic analysis of the college environment in terms of:

- The mission and role of the college;
- Environmental opportunities and constraints;
- Institutional strengths and weaknesses;

- Institutional values;
- Alternative courses of action.

The committee next develops an action priorities list for the president. This priorities list is then reviewed by the president and college advisory council for final approval. The action priorities and strategies are then distributed to all units and areas of the college in a planning meeting.

Each college unit develops plans from the action priorities and strategies. These plans are combined into area plans for instruction, student services, administration and presidential staff. The president then develops a college plan based upon the staff. The president then develops a college plan based upon the area plans. The college units then revise their plans to correspond to the college plan within a one page limit. The revised plans are then used to develop unit and area budgets, and to guide budget allocation decisions (cf. Halleck 1990).

The stages of the process are presented in greater detail through the following planning documents. The first two documents are used by each college unit and area to develop their plans. The third document is a list of the 1990-91 CCD priorities to illustrate the final product of the planning process.

Planning Overview

Philosophy, Mission and Goals
Role and Scope Statements
Strategic Plan
Action Priorities
Planning Assumptions and Guidelines

THE PLAN

Achievements/Results (Current Year)
Desirable Outcomes (First Year)
Projections (Following Year)
Staff and Financial Summary

BUDGET

(Allocation and Reallocation of Resources)

PROGRAMS AND PROJECTS

EVALUATION BASED ON RESULTS

THE PLAN

UNITS, AREAS, COLLEGES, AND DISTRICT

Achievements/Results (Current Year) Major Functions Special Activities or Projects	(2-Page Limit)
Desirable Outcomes (Coming Year) Major Objectives Problems to be Solved/Critical Decisions to be Made Support Required From Other Units	(2-Page Limit)
Projections (Following Year)	(1-Page Limit)
Staffing Summary	
Prioritized Lists New Personnel Positions (And Positions Open) Capital Equipment Capital Projects	

REVIEW

STRATEGIES FOR PROGRESS

More than 20 discussion groups dealt with the five most important strategies for the future development of CCD during the all-college meeting on January 8. Following are the most frequently mentioned items with an indication of the number of groups citing the idea:

- A priority should be given to making salaries commensurate with job duties and responsibilities. (16)
- CCD should focus on retention of students through improving the processes of instructional effectiveness, advising, career counseling, class placement, and program evaluation. (13)
- Innovative methods for faculty/staff renewal and for staying current in one's field should be implemented and strong institutional support for such methods must be provided. (12)
- Provision of access and support for adult learners must be emphasized through appropriate institutional responses, especially to the needs of minorities, women, single heads-of-households, dislocated workers, and the disabled. (11)
- Efforts should be continued to shift a higher percentage of the budget to instruction, EPAC, and capital equipment needs. (9)

IV. Results of the Process

The strategic planning process at CCD has established many different types of priorities over the past four years. They all reflect one constant theme. The theme is the need to establish enrollment growth and a stable financial base through articulation with the City and County of Denver.

Implementation of college plans have consequently meant a change in the student body at CCD. More students are being recruited from the public schools and from community agencies. As a result, there have been significant shifts in the numbers of minorities, women (especially single heads-of-households) and younger students. Fall enrollment at the college has increased from 3,047 students in 1985 to 5,221 students in 1989. This represents an 18 percent average, annual growth rate.

These changes in the numbers and kinds of students have resulted in an instructional response to meet student needs. The responses have been largely college-wide; although, some highly successful programs for specific populations have been developed. Three notable examples are the CUD Women's Center, the Bilingual Vocational Training Program and the Challenge Program for ex-offenders. However, pressure on state funds due to a two-year lag time between enrollment growth and state appropriations have limited specific-need programs to those that are funded through grants.

Shifts in the delivery system of the college have also been notable. Fast-track, open entry, open exit training programs have delivered at three Technical Education Centers strategically located throughout the community. The other major growth area is in adult, basic skills and remedial education. Like the Technical Education Centers, a growing share of the educational services in these areas are delivered at sites within the community.

The changes in student characteristics, and the consequent general response of the college, are summarized in the following diagram.

Community College of Denver
Changes in Student Characteristics
Fall, 1985 to Fall, 1989

Characteristic	Fall 1985	Fall 1989
Minority Students	37.7%	39.7%
Minority Students (Excluding Asian Students)	27.2%	37.3%
Women	52.0%	59.3%
First-Time College Students	23.5%	32.2%

Students Aged 18-21 Years	14.3%	25.8%
Students From Denver	44.5%	49.9%

Community College of Denver
Response to Changes in Student Characteristics
Fall, 1985 to Fall, 1989

- Developmental Studies
- Skill Development Labs in Writing and Math
- Writing Across the Curriculum
- Multicultural Mini-Grants
- Student Tracking System
- Early Warning System

V. Conclusions

As we mentioned in our introductory remarks, we are in an ongoing process of internal modifications to increase student success. Two distinct curriculum modification trends that address student success have emerged within the instructional leadership of the college. One approach is transformational in nature while the other is transactional (Birnbaum 1988, 204-206).

The CCD programmatic responses to change in the student body have so far been largely transformational in nature. The transformational approach continues through some new programs that are concerned with modifying student behavior upon their initial entry to the college. Patterned after various "Freshman Year Experience" courses at other institutions, this approach focuses upon specific ends in a one-time intervention. The "ends" in this case involve orienting students to the general requirements for educational success.

The transactional approach is focused on the means of student success, that is, incremental changes in curriculum and staff development that are driven by student needs. An example of this approach is the division of the physics curriculum into algebra-based and calculus-based sequences to improve retention of electronics and other vocational program students. Another is the development of computer-aided instruction in chemistry through the joint efforts of two faculty members from different programs.

Both the transactional and transformational approaches are essential tools. The transformational approach at CCD has produced target programs for development that cut across responsibility areas of the college. These target programs have, in turn, introduced strategic planning priorities to general college operations. However, we speculate that the transactional approach will be most effective for improving student outcomes in the long run. We make this observation on the grounds that the transactional approach represents intervention in student outcomes as a sustained management strategy. As such, it reflects the installation of strategic planning priorities within specific curriculum and instruction.

Cross (1975) gives two criteria for quality in an academic program. These are penetration, or depth of impact, and enablement, or breadth of impact. These criteria reflect the relationship between positive student outcomes and strategic planning. They also mark the transition point from "linear" to "circular" strategic planning (Bergguist and Armstrong 1986, 14016). This is a transition in the role of administration from initiator to facilitator. Faculty and staff, and their programs, become directly engaged in the strategic planning process through spontaneous and creative solutions to the problems isolated in the strategic planning priorities.

Positive student outcomes result from the penetration of abstract strategic planning priorities to the concrete level of curriculum. Positive student outcomes also result from plans that have buy-in from faculty, and the enablement of plans that results from buy-in. To quote a transactional Dean at CCD, "I knew things were moving in a positive direction when my faculty came in to tell me their plans for next year instead of telling me how many days remained until the end of the semester."

In conclusion, we have learned that to obtain positive student outcomes, our strategic plan must balance the internal organization of the college with the demands of the external environment. We are finding that this does take time, and it does take the support of the entire college. We have learned that faculty and staff will support a plan if it fits what they see as important, and if they perceive that the plan has a good probability of being implemented. Finally, we have also learned that a strategic plan must define the problems that block positive student outcomes and provide the tools required to solve the problems.

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The Effectiveness Process: How Policy, Strategic Dollars, and Institutional Involvement Evolved into Key Outcomes

The Effectiveness Process: How Policy, Strategic Dollars, and Institutional Involvement Evolved Into Key Outcomes

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Community colleges face a level and volume of challenges unsurpassed since their inception. Political, financial and legal pressures and realities require a level of responsiveness previously not expected of higher education stewards, managers and trustees. Institutions must manage their institutions effectively while identifying and striving to meet the diverse needs of their changing communities.

Beginning the Fall 1988 term, trustees and executive management at Florida Community College at Jacksonville had a series of conversations regarding how we might best (1) identify the outcomes we collectively felt would demonstrate that we had achieved our objective of student success, and (2) how we might measure our performance.

As a large and complex institution with four campuses and an active Open Campus in a growing city of 700,000, one of the first conclusions reached was that we needed agreed priorities. Collecting information for decision making and resource allocation required developing a focused approach.

A survey of the College's Board of Trustees, executive staff and selected outstanding faculty resulted in ranking forty-two critical decision areas or strategic issues1.

The top ranked priorities of these three groups are as follows:

Top Priorities

Outstanding Faculty	Vice Presidents	Board of Trustees
Assurance of High Quality Instruction	Hiring & Retaining the Right Faculty & Staff	Assurance of High Quality Instruction
Hiring and Retaining the Right Faculty & Staff	Assurance of High Quality Instruction	Hiring & Retaining the Right Faculty & Staff
Adequacy of Learning Resources	Maintenance of a Strong Financial Condition	A Viable Mix of Academic Programs

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1 Source: Strategic Decision Making: Key Questions and Indicators for Trustees by Carol Frances, George Huxel, Joel Meyerson and Dabney Park, 1989 (202) 296-8400.

Outstanding Faculty	Vice Presidents	Board of Trustees
Quality of Student Life	Efficiency & Effectiveness of Mgmt. Practices	Efficiency & Effectiveness of Mgmt. Practices
Assurance of Sound Financial Management	Responsiveness of the Mission to Changes in the External Environment	Maintenance of a Strong Financial Condition
Providing Compensation Support for Faculty & Staff	Enhancement of Institutional Image and Visibility	Assurance of a Sound Financial Management

Encouraged by the commonalities, a staff group drew up a list of indicators and/or outcomes for each priority strategic issue. Dabney Park of Performance, Inc. was of great assistance to us at this stage. Discussion centered on developing outcomes which were measurable and had significant meaning to the institution. A reservation often expressed was a fear of focusing attention on outcomes to the exclusion of process. For example, does tracking G.P.A.s or grade distribution encourage grade inflation? The trade-off of stimulating enrollment increases when adequate resources might not be available was also discussed.

The College's leadership team reviewed the proposed indicators at a lively half-day retreat. Their task was to select 10 or 15 performance indicators for annual monitoring and review by the Board of Trustees. In retrospect, we are aware that a tremendous amount of the resistance which was expressed during that meeting came from a fear of being judged on narrow bands of outcomes some of which (1) were (and still are) seen as significantly lacking in their ability adequately to measure the strategic objective involved, and (2) which do not measure the process used to achieve the outcome. Our President later remarked that moving the group through the process of deciding which indicators would be used required stronger personal leadership pressure than other change processes in which we have been involved.

The list at the end of the retreat included thirty-one indicators (a far cry from the 10 or 15 for which we had hoped), some of which had been proposed by the executive management team as additions to those the staff had prepared in draft. The trade-off for a longer list was more buy-in -- some interest groups felt more adequately represented.

The theme questions we kept asking ourselves throughout the process were:

- What is really important?
- How do we measure our progress?
- How do we know when we are achieving our goals?

It was then time for the Board to review the proposed indicators--making changes or alterations as they deemed necessary. In a day-long retreat limited to the eight trustees and the President, a spirited exchange of views took place. [President Spence later said that the fact that the Board was unusually well prepared to discuss details of the proposed indicators resulted in a strong consenses on these priority issues.] The draft performance indicators provided a framework for that productive discussion. Several changes were made. A final list for the 1989-90 year included 26 performance indicators:

- CLAST Scores
- Vocational Completers
- AA Degree Transfers
- GED
- Credit Grade Distribution
- Student Goal Attainment
- ABE Grade Level Gain
- Adult High School
- Employee Parity
- Faculty Entry Salaries
- Adjunct Faculty Salary
- Campus Headcount Enrollment
- College Prep. Courses Enrollment
- High School Review Enrollment
- Classroom Utilization
- Campus FTE Enrollment
- FTE Generated FT/PT Faculty
- Sources of Revenues
- Instruc. Support Expenditures
- Credit/Non-Credit Enrollment of Blacks
- Participants in Student Activities
- Learning Resources
- Community Participation
- Community Linkages
- H.S. Market Penetration
- Student Satisfaction Survey

The Board charged the President with making an annual report on the status of the College's performance on each of the indicators. In some cases, such as identifying student goals, much work still needed to be done with regard to refining ways of collecting, identifying and collating necessary data.

The next logical step was to create a process wherein a target of performance would be set for each of the 26 performance indicators. For instance, we had determined that it was important that we monitor our faculty salaries, but we had not agreed upon what level faculty salaries would be attained in an "ideal" year (or situation). Were our salaries competitive? How did our average salaries compare? It was also felt that the more staff involved in the process, the more ownership would be engendered.

That process began in September of 1989 with nine task force leaders who were assembled by the President to create unique and quantifiable targets of performance for each of the twenty-six indicators. These task force leaders along with the support of the Office of Institutional Planning and Instructional Support, formed teams of faculty and staff in discussion groups to set indicator targets. Each group was given the charge by the President to envision the future for each indicator, challenge the institution and provide the best direction for demonstrating institutional success.

Additionally, the President wanted performance standards to accompany each target. These standards become prioritized objectives and stated which projects, tasks and/or information were necessary to propel any successful effort forward to accomplish the projected targets. After much discussion, these standards were accompanied by a set of issues as barriers and constraints which were thought to impact any reasonable effort to reach a projected target. These issues were included in each narrative draft used to describe the indicators.

In the attached appendices, an important and illustrative Task Force Working Document is enclosed. In this document, the goals for this next step of the effectiveness process are outlined and the definitions for targets, standards and issues are found. Each task force member received this document to guide them in the construction of their indicator targets, standards and issues. Task force members also received longitudinal data when it was available for each indicator.

As in the example of AA degree transfers in the appendices, task force members were asked to look at the President's Challenge listed under the definition of the indicator. Here the President challenged each group member to really examine the existing data on this indicator and hear firsthand his concerns. The President did this for each indicator.

Each task force member received a couple of examples of sample completed indicators which included their targets, standards and issues. This helped to demonstrate what was expected of the task force groups and help them to focus and prioritize their comments. Members were also given a schedule of events for their work and a model of implementation for the whole indicator setting process. Lastly, they received a copy of the breakouts of indicators by task force leaders.

Each task force group was given approximately eight weeks to arrive at their indicator targets, standards and issues. This was accomplished and after a review by all task force leaders, indicators were sent back to task force groups if they were found to be lacking or incomplete. During their review process, two indicators were collapsed into one making a more useful indicator measure. This decision reduced the working number of effectiveness indicators from 26 to 25.

Upon successful completion of all projected targets, standards and issues, the indicator pages were reformatted for greater simplicity and were sent to the College's Educational Council for discussion and review. The President had also reviewed each of the completed indicators beforehand and with the Council members reviewed the completed indicators. He asked for any additional input to assist him in taking these indicators to the District Board of Trustees in his first annual report on the indicators. At this meeting, the President requested some changes in the longitudinal data and asked for better clarity in target and standard wording.

In February of 1990, the District Board of Trustees met in an annual retreat to discuss the completed indicators and reviewed the projected targets, standards and issues. They were impressed with the ease of reviewing the indicator document and described it as "very informative." Moreover, the Board made no major changes to the document. There were some requests for modifications, particularly as it related to the graphic display of data.

In the document presentation, it was important to the College that the effectiveness document with 25 completed indicators be easy to read and the format be compatible between indicators. In the Appendices, the last item, indicator number 3, demonstrates a finished indicator and shows off the format that was used for all 25 completed indicators.

While progress toward indicator targets continues throughout the 1990-91 academic year, the indicators and the projected targets, standards and issues have also been involved in another major institutional effort known as Strategic Planning. In its third year, the strategic planning effort funds new and innovative projects across the College to bring innovation into all areas of the College.

In June of 1990, sixty-two percent of all funded projects in the strategic planning process reported the College's Institutional Effectiveness Indicators as a primary source for proposal creation and development. This is viewed very positively by the College and demonstrates a supportive climate for expanding the utilization of institutional effectiveness measures in the College's planning processes.

In the fall of this year, the Board's recommendations along with data updates on all graphed indicators will go forward and be utilized by the original task force leaders to assign responsibility for carrying out all indicator standards. These individuals along with others will finalize these assignments. Progress reports on all indicators will be finalized by late fall and prepared for the second annual review by the District Board of Trustees in February of 1991. At that time, all indicators will be reviewed for progress and assessed as to the Board's satisfaction with the progress and completion or progress on assigned targets and standards.

Program Review -- The First Step Toward Resource Allocation

Program Review -- The First Step Toward Resource Allocation

Dr. James R. Davis
Shelly Moss-Brooks
Oakland Community College

Community College Consortium Second Annual Summer Institute
Toronto, Canada
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Program Review is an idea whose time has come.

Program Review is too often discussed in a context which includes evaluation of individuals delivering services within programs. This is an unnecessary and unfortunate context because it causes an emotional response, the first outward manifestation of which is "NO!." The early challenge in Program Review development is to overcome this resistance by emphasizing that institutional activities are being reviewed, not individual performance, thereby relieving to some degree the perception of threat.

For our purposes today, Program Review is a means of determining what is, which is a necessary step to planning and budgeting, along with the determination of what ought to be. The determination of the differences between what is and what ought to be and the means for reducing or eliminating those differences form the basis of a plan of action. Program Review is not evaluation of persons, nor is it necessarily an instrument to justify the elimination of programs. Those of us involved in the project went into it convinced that the review process would be more valuable than the product. And we were determined to use all those numbers we generate not as end points but as building blocks upon which decisions could be made.

At Oakland Community College, Program Review was developed under the acronym P.R.I.M.E. (Program Review for Improvement, Management and Excellence) and was developed in major part by the people who would be utilizing the methodology to review their own activities within the college. Specifically the definition developed as a focal point for the program review activity is "a process which provides to faculty and administrators assessments posited on data-based information and cross discipline/services comparisons expressed in consistent, objective, evaluative measures."

Though the project included all aspects of college operation, only the instructional process will be covered today. The documents for the other processes are now being piloted, and the pilot version of each is available.

The steps taken to develop the instruments will be covered in detail as well as the use of the instruments because these steps helped build credibility for the entire endeavor.

Developing The Process

Under the direction of the Chancellor, the task of building a structure for the development of Program Review was assigned to one of the four college presidents who would also head up the two and one-half year project. The initiative was preceded by approximately one year's work by a smaller committee, an outgrowth of the accreditation self-study, which compiled the background ideas for P.R.I.M.E. Formalization of the project became a starting point in time for what, until then, had been a loosely organized effort.

The announcement of the project and the naming of the project leader were made to the college community with a certain amount of fanfare, the purpose of which was to give the project immediate visibility and to proclaim early on the high priority of the project. From the beginning, emphasis was placed on keeping the college community informed during each stage of the project in order to infuse it with an awareness of the inevitability of the process's adoption into college operations.

Internal Support for the Project

At the monthly meetings of the Leadership Team, composed of approximately 60 management people within the college, the Chancellor regularly asked for updates on the progress of the Program Review project and reiterated his support of its status as a priority within the college. Regular updates were also made to the district's Chancellor's Council, Academic Services Council and Student Services Council. Presentations were made monthly to the College Senate and periodically to the Campus Senates.

The Chancellor and other top administrators were available as needed to attend meetings of the working bodies engaged in the development of the process. This active interest on the part of senior management served to strengthen the commitment of the groups. The visibility created by this constant focusing of attention by the CEO was important to the credibility and ultimately to the success of the project.

The unqualified support from the Chancellor and other top management of the college was essential for the funding which made possible the acquisition of the necessary information systems personnel.

The Executive Committee

Several months prior to the naming of the members of the Instructional Task Force, one of three task forces to be used in the project, an Executive Committee was appointed for the purpose of structuring the format and the agenda items for each meeting of the Task Force. This committee, in its two-hour weekly meetings, also did the background work necessary to assure that the Task Force would have the appropriate information available for its meetings.

The Executive Committee also took the results of each task force meeting, synthesized them into a coherent package and brought them back for further refinement and expansion. Members of the Executive Committee also visited other colleges having various forms of program review in place to determine whether or not there might be in existence a model to be adapted for use at OCC.

The Executive Committee included the following persons:

- one campus president (project chairman)
- one administrative assistant (project secretary)
- one vice-chancellor for instruction and student services
- one teaching faculty member
- one counselor
- one member of the information systems staff
- one member of the budget staff

This Committee functioned as the propelling force behind P.R.I.M.E.'s creation and would remain in existence (with minor changes in makeup) after implementation to continue to provide overall direction.

The Instructional Task Force

At the appropriate time, the Chancellor appointed the fourteen member Instructional Task Force which included individuals with the suggested cross-section of skills developed by the Executive Committee. Membership consisted of representation from all five campuses in the district, the faculty collective bargaining group, and the College Senate. Those selected were informed up front of the amount of time and effort the project would require from them. They were asked to by-pass the opportunity to serve if they felt they could not devote the necessary time. Alternates were also identified in the event that regular members needed to be replaced, and, in a few cases, replacements were made. The Chancellor's letter of invitation to the Task Force, which included his introduction of the project leader, also underscored the high level support the project was receiving.

Virtually the entire initial two-hour meeting of the Task Force was spent explaining the meaning of Program Review as viewed by the Chairman and in selling the need for and uses of Program Review. Various approaches to the need for Program Review were utilized, ranging from the very real threat of having Program Review imposed on the institution from the State Legislature, as has occurred in some states, to the very practical logic of developing a program review system to assist faculty members in determining the proper levels and types of activities to include in their programs and/or disciplines.

At a subsequent meeting, a faculty member and a vice-president from Mt. Hood Community College reported on their college's experience of two-years with program review. They were able to speak to specific issues of concern to the Task Force having themselves had to overcome an attitude that was unreceptive to the imposition of a process thought to be of questionable value and to contain potentially negative impact. They were successful in reassuring the Task Force of the benefits inherent in the system. This selling process continued to a lesser degree throughout several meetings of the Task Force, as the project gradually gained the support of the members who would eventually assume complete ownership.

Important to the Instructional Task Force was the fact that Program Review, though it was starting with instruction, would not stop there. Of great importance was the fact that the institution intended to develop a program review process for all activities of the college, including instruction, student services functions and management functions. This pioneer group would establish the basic system which would then be adjusted and made applicable to the work of the Student Services and Administrative Task Forces to follow.

During the year and one-half that the Instructional Task Force was in existence, it met twice per month (once by itself and once with all of the instructional deans of the district). It brought in resource persons from other institutions utilizing program review, and it spent approximately $25,000.

Most importantly, it developed and piloted a methodology for reviewing all of the instructional programs at Oakland Community College. The members of the Task Force felt a great deal of ownership and pride in the process they developed.

The process worked!

And most of the people who used it, faculty and administrators alike, found it valuable.

If you will take a look at the P.R.I.M.E. documents we have made available, I'd like to give you a quick overview of the first one, entitled "Liberal Arts and Applied Sciences."

The first page of text describes briefly the purpose of P.R.I.M.E. in paragraph 1 with emphasis on the word "interactive," the rationale for P.R.I.M.E. in paragraph 2, and then the process and the role of the deans in coordinating the process. There is also a listing of the six key indicators to be used in all the assessment activities. They are: Need, Cost Effectiveness, Activity Organization, Institutional Support, Student Goals, and Interdependence.

Beginning on the next page is the instrument, which the deans and faculty receive with as much data filled in by computer as is possible. They, then, fill in the rest of the information, with special attention given to "B" and "C" on each worksheet. The deans meet with faculty from each department and discuss the results and their implications.

We'll leave time for questions at the end of the presentation so we can cover any specific questions you may have.

Application of the Process

At this point, Shelly Moss Brooks, the coordinator of the Early Childhood Development Program at our Highland Lakes Campus will describe the process from the user's viewpoint.

For sometime I have perceived a need for major changes in the Early Childhood Program, which is currently in its tenth year of existence.

When the program was formed in 1980, the committee, mostly instructors from the Psychology Department at Oakland Community College, devised a curriculum from a psychology model with very little practical early childhood preschool application.

I started teaching in the Early Childhood Education Program in 1981 and immediately set about making changes based on my 21 years of teaching preschool and owning and directing my own child care center. What came about was a very viable practical early childhood curriculum. Our changes, however, were not reflected in the catalogue descriptions.

In Fall of 1989, I was required to take the Early Childhood Program through the P.R.I.M.E. project. I went about this endeavor the way a diligent house cleaner does his of her spring house cleaning. No dirt was going to be swept under the rug.

Many of the questions asked in P.R.I.M.E. required information from former students. I felt the best way to obtain that information was to create an Early Childhood Alumni survey form. In this form I chose to ask not only P.R.I.M.E. questions like, "salaries earned" and "Are you currently working in your field?", but to include questions regarding course content, value of required supportive classes, recommended classes to be included in program, and general overall reaction as to how well prepared they felt they were for their Early Childhood careers in general.

One hundred forty surveys were mailed out and eighty-five were returned. I now had my answers for P.R.I.M.E. as well as confirmations to my own thoughts about what needed to be changed in the Early Childhood curriculum.

Our Advisory Board was reconvened and asked to review the survey and make recommendations for change. Their input was very helpful.

I then began the laborious task of course description revision which finally gave the courses a description relevant to what was actually being done in class. The course names were also changed to better represent course content. Both of these changes would help transferability to four year colleges and universities. These changes were rather simple compared to the task of removing inappropriate classes from the required supportive courses. This process required balloting the departments whose classes I was removing. I learned that this is not a way to make yourself very popular on campus. The adding of supportive classes was a much easier process.

The entire metamorphosis of the Early Childhood Education Program took six months and countless hours at the computer and in meetings. I am very proud of the program as it stands today, and I believe it will better serve our Early Childhood Oakland Community College students of the future.

I am grateful for the P.R.I.M.E. project for giving me the push that I needed to get this revision project going.

The Student Services Task Force

Approximately one year into the project, with the Instructional Task Force almost ready to pilot its process, the Student Services Task Force was appointed by the Chancellor, again with a clear understanding of the time commitment the project would demand. The Executive Committee continued to function with each task force.

The members came from all phases of Student Services, from various work groups (faculty, classified staff, administration), and from all five campuses and the central office. As there had been one counselor on the Instructional Task Force who was also named to the Student Services Task Force, there was also one faculty member from the Instructional Task Force named to this new group. These two individuals later were also named to the Administrative Task Force.

After the initial selling of the idea of program review to this new group, which was greatly aided by the two carry-over members from the Instructional Task Force, the Student Services Task Force moved to task. While it had taken the Instructional Task Force almost eighteen months to design that process, it was anticipated that the Student Services Task Force could finish in one academic year because the basic principles and format would not have to be redone.

However, it immediately became obvious that the process for Student Services was more complicated than instruction. After all, a class in auto mechanics had a lot more in common with a class in composition than, for example, the counseling function had in common with the student records function.

This dissimilarity between the functions tremendously frustrated the Task Force and presented a challenge to progress. The effort to retain the six factors developed by the Instructional Task Force and also to utilize the assessment format proved to be a straight-jacket to creativity.

Therefore, the decision was made to retain the six factors but to allow the format to develop. This strategy fired up the thought processes and the format began to take shape. The final format greatly resembled that of Instruction but provided the flexibility that would accommodate the individual functions.

The pilot of the Student Services process is now nearing completion, and a copy of the pilot instrument is in your materials.

The Administrative Task Force

One and one-half years into the project, the Administrative Task Force was appointed by the Chancellor.

The members of this group were representative of the many support functions of the college. Again, the counselor and the faculty member who served on both the other Task Forces were appointed to this one, and the Executive Committee continued to function as before.

If the dissimilarities of the Student Services functions made their task difficult,they were minor compared to the administrative functions to be assessed.

Once again, the effort was made to retain the six factors and a format similar to those already developed. It proved not to be possible.

After several fustrating meetings, it was decided to retain the factors, to abandon the existing format, and to develop a new one.

The pilot for this process begins next week, and the instrument to be used is in your materials.

Summary

As an institution, we are pleased with the processes for program review we have developed. The review, once applied to all functions of OCC this fall (1990), will provide a common framework for all the employees of the college to assess and discuss how we are doing. Not only that, it will also cause each of these employees to answer the question, "What do I do that helps the student to meet his or her goals?" On that foundation, institutional goal setting and resource allocation can be structured.

PRIME

PROGRAM REVIEW
FOR
IMPROVEMENT, MANAGEMENT AND EXCELLENCE

LIBERAL ARTS AND APPLIED SCIENCES

OAKLAND COMMUNITY COLLEGE

January 1989

P.R.I.M.E.

Program Review for Improvement, Management and Excellence

The purpose of P.R.I.M.E. is to provide a method for improving courses and programs at Oakland Community College. The process for this improvement occurs as administration and faculty together complete this instrument and review the results. Therefore, P.R.I.M.E. is an INTERACTIVE experience where the administration and faculty monitor, review and assess key indicators to support the college's mission, ". . .quality learning opportunities and other services. . . ."

This Program Review Process is posited on data-based information that allows reviewing multiple school years. These quantitative indicators are supplied on the worksheets by the Budget Office and the Institutional Research Office (These figures relate to a campus except where noted). From the data come a common vocabulary for communication among faculty and between administration and faculty for Improvement, Management and Excellence. Budgeting, strategic planning and P.R.I.M.E. become a cycle from which department, campus, and college decisions for improvement can meaningfully be determined.

Instructions accompany each worksheet to assist in understanding the information supplied. The self-reporting sections of the worksheet are as valuable to the improvement process as the supplied information.

Following is an outline of the key indicators on the six (6) worksheets:

WORKSHEET I -- NEED

WORKSHEET II -- COST EFFECTIVENESS

WORKSHEET III -- ACTIVITY ORGANIZATION

WORKSHEET IV -- INSTITUTIONAL SUPPORT

WORKSHEET V -- STUDENT GOALS

WORKSHEET VI -- INTERDISCIPLINARY SUPPORT
PROGRAM/DISCIPLINE

The Academic Deans, who are responsible for the implementation of this process, will utilize the completed documents in the following way:

1. Initiate dialogue between dean and appropriate faculty.
2. Initiate sharing of results and documentation when appropriate with other administrators district wide.
3. Initiate district-wide discipline meetings where appropriate.
4. Make recommendations based on P.R.I.M.E. data through campus administrative staff and/or councils district wide.
5. Make recommendations regarding changes in format of the P.R.I.M.E. process back to the P.R.I.M.E. Steering Committee.
6. Send the results to the Research Council.

P. R. I. M. E.

WORKSHEET I

- Assessment of Need -

A. Quantitative Indicators of Need:

	1984-85*	1985-86*	1986-87*	1987-88*
1. Enrollment information by campus:				
a. Early registration unsuccessful attempts:				
b. 6th day seatcount:				
c. 6th day SCH:				
d. 6th day % of seats taken:				
e. Late starting classes seatcount:				
f. Late starting classes SCH:				
g. Late starting classes % of seats taken:				
h. Total FTES:				
2. Restricted entry occupational program information:				
a. Maximum enrollment in restricted entry programs:				
b. Number of applications to restricted entry programs:				
c. Number of students admitted to restricted entry programs:				
3. Employment outlook:				
a. Demand in Southeast Michigan:				
b. Demand in Michigan:				

B. Other Indicators of Need: (Include supporting data)

C. Concerns Related to Need:

* SEE INSTRUCTIONS

P. R. I. M. E.

WORKSHEET II

- Assessment of Cost Effectiveness -

A. Quantitative Indicators of Cost Effectiveness by Campus:

	1984-85*	1985-86*	1986-87*	1987-88*
1. Direct instructional costs:				
a. Total budgeted:				
b. Total spent:				
c. Cost per FTES:				
2. Revenue generated:				
a. tuition				
b. State aid				
c. course fees				
d. State/Federal vocational				
e. Total:				
f. Total Per FTES:				
3. Class size:				
a. 6th day:				
1) 1 - 9				
2) 10-14				
3) 15-27				
4) 28 +				
b. Late starting classes:				
1) 1 - 9				
2) 10-14				
3) 15-27				
4) 28 +				

B. Other Indicators of Cost Effectiveness: (Include supporting data)

C. Concerns Related to Cost Effectiveness:

* SEE INSTRUCTIONS

P. R. I. M. E.

WORKSHEET III

- Assessment of Activity Organization -

A. Quantitative Indicators of Organization:

	1984-85*	1985-86*	1986-87*	1987-88*
1. Total number of courses:				
a. Available:				
b. Offered:				
c. Made:				
2. Number of new courses added:				
3. Number of existing courses which were restructured or combined:				
4. Number of existing courses withdrawn from curriculum:				
5. Total sections offered:				
6. Number of sections scheduled:				
a. during the morning:				
b. during the afternoon:				
c. during the evening:				
d. for Saturday:				
e. for Sunday:				
7. Number of sections made:				
a. during the morning:				
b. during the afternoon:				
c. during the evening:				
d. for Saturday:				
e. for Sunday:				

* SEE INSTRUCTIONS

continued

P. R. I. M. E.

WORKSHEET III continued

- Assessment of Activity Organization -

	1984-85*	1985-86*	1986-87*	1987-88*
8. Number of sections in:				
a. Non-traditional timeframe:				
b. Special contract classes for college credit:				
9.				
10.				

B. Other Indicators of Activity Organization: (Include supporting data)

C. Concerns Related to Activity Organization:

* SEE INSTRUCTIONS

P. R. I. M. E.

WORKSHEET IV

- Assessment of Institutional Support -

A. Quantitative Indicators of Institutional Support by Campus:

	1984-85*	1985-86*	1986-87*	1987-88*
1. Number of course sections taught by full-time faculty:				
2. Number of course sections taught by non full-time faculty:				
3. Total expended on new and replacement equipment:				
4. Operating costs:				
5. Participation in specific professional development activities:				
a. Number of people attending:				
b. Dollars spent:				
6. Number of people who have participated in in-service activities:				
7. Number of paid tutorial assistants:				
8. Number of supporting staff:				
a. Clinical lab instructors:				
b. Paraprofessionals:				
c. Secretarial:				
d. Student employees:				
9.				

B. Other Indicators of Institutional Support: (Include supporting data)

C. Concerns Related to Institutional Support:

* SEE INSTRUCTIONS

P. R. I. M. E. ____________

WORKSHEET V

- Assessment of Student Goals -

A. Assessment of Student Goals:

	1984-85*	1985-86*	1986-87*	1987-88*
1. Percentage of students enrolled at end of term:	____	____	____	____
2. Follow-up information:				
a. Percentage of graduates working in their field or related field: (contacted/working in field)	____	____	____	____
b. Percentage of leavers who met personal goals: (contacted/met personal goals)	____	____	____	____
c. Percentage of guest students:	____	____	____	____
3.	____	____	____	____
4.	____	____	____	____
B. Number of Program Completers:				
1. Certificate:	____	____	____	____
2. Associate Degree:	____	____	____	____

C. Other Assessments of Student Goals: (Include supporting data)

D. Comments:

* SEE INSTRUCTIONS

P. R. I. M. E.

WORKSHEET VI -- DISCIPLINE SUBSET

- Assessment of Disciplinary Support -

A. Discipline Courses:

1.

1987-88 Course	Comment

2. Are there changes needed? 1987-88 Yes ____ No ____

3. Recommended changes in the above list: (Content, Prerequisites, Deletions, Additions, Alternatives)

Course	Comment

P. R. I. M. E.

WORKSHEET VI -- DISCIPLINE SUBSET

- Assessment of Disciplinary Support -

B. Discipline Support by Degree Category: *

1. Source of Student by Degree Category:

Course Code	ASC	ASA	Program	BUSAD	LIB	AGS	Other	TOTAL

2. Scheduling Problems:

C. Other Indicators of Support by Curriculum: (Include supporting data)

D. Concerns Related to Curriculum Support:

* SEE INSTRUCTIONS

P. R. I. M. E.

WORKSHEET VII-- PROGRAMS

- Assessment of Interdisciplinary Support -

A. Program Required Supportive List:

1. 1987-88*

Course	Comment

2. Are there changes needed? 1987-88 Yes ____ No ____

3. Recommended changes in the above list: (Content, Prerequisites, Deletions, Additions, Alternatives)

Course	Recommended Change

* SEE INSTRUCTIONS

WORKSHEET VII-- PROGRAMS

- Assessment of Interdisciplinary Support -

B. Scheduling of Required Supportive Courses:

1. Sections and Headcount in Required Supportive Course Codes:

Course Code	1984-85 *		1985-86 *		1986-87 *		1987-88 *	
	# Sec	# Stu	# Sec	# Stu	# Sec	# Stu	# Sec	# Stu

2. Scheduling Problems:

C. Other Indicators of Interdisciplinary Cooperation: (Include supporting data)

D. Concerns Related to Interdisciplinary Cooperation:

* SEE INSTRUCTIONS

Measuring the Effectiveness of the Transfer Function

Measuring the Effectiveness of the Transfer Function

Presentation at the Institute for Institutional Effectiveness
Toronto, Canada
June 24-26, 1990

National Council on Research and Planning

Trudy H. Bers, Oakton College, Illinois
Jeffrey Seybert, Johnson County Community College, Kansas
Jan Friedel, Eastern Iowa Community College, Iowa

I. Introduction - Transfer Effectiveness in the Spotlight

Trudy Bers, Oakton College

The concept of "transfer effectiveness" is currently receiving a great deal of national attention as community colleges are being challenged to demonstrate they are meeting their mission to provide transfer-oriented education for students. In part this attention results from rising concerns about the extent to which minorities participate and achieve success in higher education, though general questions of accountability and accomplishments exist as well. Two factors have placed colleges at a disadvantage in responding to questions about transfer. One factor is that the definition of "effectiveness" itself is subject to multiple interpretations. Among measures that can be used are: transfer rates (however defined), completion of bachelors degrees, quality of academic performance after transfer, number of courses/credits that transfer, and student satisfaction with preparation for transfer. As this simple list makes evident, transfer effectiveness is a complex concept that is not readily or easily measured.

The second factor contributing to the inability of colleges to provide reasonable answers to transfer effectiveness questions is the paucity of data about transfer and the tremendous variation in data that are available.

In the past, community colleges tended to resist answering questions about transfer effectiveness, arguing that the phenomenon was too complex to explain easily, and that simple questions such as "how many students transfer?" lacked meaning for the diverse population of community college students. Now, however, the pressure to respond to queries about transfer effectiveness is simply too strong to resist, and the questions themselves are often legitimate, posed by higher education agencies, legislators and the public as they strive to assess whether or not public institutions are "doing their jobs." Moreover, in some areas individuals who exhibit little understanding of community colleges have claimed expertise and received public attention through their reports--usually negative--about the effectiveness of community colleges. Without having data and information to counter the negative reports, community colleges find themselves in a defensive posture, unable to present meaningful, accurate information to shed light on their accomplishments in the area of transfer education. This is an untenable position, and one that many leaders in the community college movement are now attempting to correct. Hence, the issue of transfer effectiveness is very much in the national agenda.

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In this paper representatives from the National Council on Research and Planning, an affiliated council of AACJC, present information about definitions and indicators of transfer effectiveness and about strategies for communicating about transfer effectiveness with pertinent constituencies.

II. Indicators of Transfer Effectiveness

Jan Friedel, Eastern Iowa Community College

In 1965, the legislation that established the community colleges of Iowa declared that each community college should provide educational opportunities and services that include the first two years of college work, including pre-professional education. This declaration provides a basis for the Arts and Sciences Division of the Eastern Iowa Community College District (EICCD). Our commitment to maintain excellence and relevance within the Arts and Sciences Division is evidenced with our Master Plan objective "to evaluate the Arts and Sciences transfer function," and is a major current Title III activity.

An EICCD Program Evaluation Process was developed and adopted in 1984 and revised in 1987. Although it was designed to serve the needs of the Vocational/Technical faculties and administrators in the revisions of their program and their transition to competency-based programming, the document has relevance for the review and evaluation of the Arts and Sciences in determining the effectiveness of the transfer function.

As pointed out in The EICCD Program Evaluation Process, "the major objective of program evaluation is to improve the quality of education in the EICCD. . . It is intended that program evaluation will find ways of improving the effectiveness and quality of program outcomes and of increasing the efficiency of the use of resources." By definition, Program Evaluation is a systematic process for the collection, analysis, and interpretation of data concerning a program and its curriculum. The overall goal of Program Evaluation is to develop a decision support system for the following objectives:

> To identify the strengths and weaknesses of the curriculum.
>
> To identify the need for curriculum improvements and revisions.
>
> To provide data for valid program and staff development activities, equipment acquisitions, and facility utilizations.

A review of the established Program Evaluation Process indicated the adaptability of the existing process to the Arts and Sciences Division. Additionally, our Student Goal Inventories and Student Follow-Up Survey results were also a valuable resource of data that could be utilized in determining the effectiveness of our transfer function. In discussion, it became evident that definitions were needed to focus our evaluation process. We were also cognizant of the ongoing national and state studies being conducted regarding transfer and articulation policies and practices. Three state-wide groups in Iowa were examining higher education and the policies, practices, and success of the community college transfer function; these groups were working independently of each other and were appointed by the Iowa Department of Education. Each of these groups also had to grapple with the variety of definitions of transfer function, transfer rate, and transfer effectiveness.

It should also be pointed out that the EICCD has been involved in a 10-month long activity to identify the indicators for measuring its institutional effectiveness. As a member of the National Alliance of Community and Technical Colleges, the EICCD was instrumental in the development of its Institutional Effectiveness Indicators; this document has served as a base line of comparison for the EICCD in its institutional effectiveness studies. On a much broader basis, institutional effectiveness is defined as the "process of articulating the mission of the college, studying goals, defining how the college and the community will know when the goals are being met, and using the data from assessment in an ongoing cycle of goal-setting and planning." It is within this framework that the EICCD proposed the following definitions:

> The Transfer Function serves students enrolled in Arts and Sciences courses who intend to complete an Associate degree that will apply to a Baccalaureate degree. It also serves students who do not intend to complete an Associate degree, but who enroll in Arts and Sciences courses in order to satisfy prerequisites or requirements for a professional degree or baccalaureate degree.
>
> The Transfer Rate is defined as the number of students who transfer to a senior institution divided by the number of graduates who, by their Arts and Sciences major, intended to pursue a baccalaureate or professional program.
>
> Transfer Effectiveness is:
>
> 1. The degree to which the EICCD provides an Arts and Sciences curriculum that is recognized by the receiving or senior institutions as being equivalent to the first two years of baccalaureate programs; it is the degree to which the Associate degree is accepted as meeting the first half of a Bachelor of Arts degree, including the general education requirements and major field prerequisites. This may be evidenced by a formal articulation agreement between the EICCD and the receiving institution.
> 2. The percentage of students who intend to transfer that do.
> 3. The success of those who transfer based on their GPA and persistence to graduation.
> 4. The students' satisfaction with their education at the EICCD and their report of the transferability of credits.
> 5. The quality of our faculty as determined by level of education obtained, teaching ability, and professional involvement.
> 6. The comprehensiveness and relevance of our curriculum.

The purpose of this paper is not to report on the success of the EICCD's transfer function, but to indicate how an institutional audit can identify data a college probably has that can be used as indicators of transfer effectiveness. A study of the ongoing Program Evaluation Processes, Student Follow-up Surveys, and transfer reports from the Regent Universities indicate that a wealth of information is collected regarding the transfer function, but it is not pulled together and reported in a meaningful way for the internal and external uses of the District.

The components of the EICCD Program Evaluation Process pertinent to the determination of the effectiveness of our transfer function are:

1. The collection of Program Descriptive Data in the form of a self study completed by the faculty, and student data, the course development models and revision data, the course development models and revision date, instructional strategies and alternative delivery systems, laboratory and facility requirements, etc.

2. Surveys of current students, graduates, and leavers that elicit information on satisfaction, perceptions of quality, and self report of outcomes (transfer, employment, etc.). Faculty and administrators of the EICCD are also surveyed to gauge their perception of the effectiveness of the Arts and Sciences Division.

3. An Internal Review Team which analyzes the data and makes recommendations. These recommendations are reviewed by the faculty team, who in turn respond. Both the recommendations and responses are submitted to the District Instructional Council. This information is the basis for curriculum development or revision and other forms of decision making.

4. Program Discrete Data that is collected annually and compiled over a minimum of a three year period provide a measure of student enrollment trends; additionally, they provide an indication of student retention, program cost, average class size, and success of leaders.

Components of our Student Assessments and Follow-Up Processes pertinent to the study of the effectiveness of our transfer function are: The student Goals Inventory, the 3-Month Graduate Survey, the Term-to-Term Non-Returning Survey, and the One Year Follow-Up Survey conducted of all students whose last term of attendance was during the previous fiscal year.

Reports issued by the receiving institutions regarding our students' performance provide some useful information, but multiple transfers are not tallied and institutions attended by a student prior to the last college are not given information about that student. At our Regent's Universities, students who begin at the senior institution and come to the community college to take a course during the summer are counted as transfer students. Senior institutions are free to established their own definitions of "transfer" students and these definitions differ.

The strategies undertaken by the EICCD point out that institutions should build on their ongoing processes and current systems in determining the effectiveness of their transfer function. As Peter Ewell has noted with respect to assessment, every college already possesses information that is scattered and sometimes located in surprising places. Using data that are routinely gathered for other purposes but that are pertinent for evaluating transfer effectiveness may significantly reduce the need to establish new data collection activities.

Jeff Seybert, Johnson County Community College

Clearly, determining the effectiveness of the transfer function is one of the most important and most critical of the efforts community colleges engage in as they attempt to demonstrate and communicate overall institutional effectiveness. One important component in assessment of transfer is a follow-up study of those students who have transferred from the community college to recipient four-year colleges and universities. Such a survey can provide information relevant to many of the important dimensions of transfer success, including achievement of educational objectives, perceptions of personal growth in a variety of cognitive and noncognitive areas, relative evaluation of facts of both the two-year and four-year college environments, and overall evaluation and impact of students' community college experiences.

The Office of Institutional Research at Johnson County Community College has developed just such a comprehensive transfer student follow-up process. The purpose of this presentation will be to describe that process in detail.

The transfer follow-up process is comprised of three major steps: (1) locating the previous year's students who transferred to a four-year college or university, (2) conducting the transfer follow-up survey, and (3) communicating the results to various interested parties.

1. Identifying and Locating Transfer Students

   JCCC has developed a two-part procedure for identifying and locating the previous year's transfer students. First, a list of all active and former JCCC students who requested transcripts during the previous academic year is obtained from the Admissions Office. A postcard survey is sent to each of these individuals to identify those who had actually transferred to four-year colleges or universities or intended to transfer by the close of the spring semester. Second, lists of students who had transferred from JCCC are requested from the 17 recipient institutions to which most JCCC students transfer. Finally, information from both the postcards and the lists are merged and duplicate names are eliminated.

2. Conducting the Survey

   The survey is one of an array of five former student surveys conducted by the research office at JCCC. The five surveys are designed to obtain information from all the major types of credit students (transfer, career, general/personal development, career retraining, etc.) who attend and subsequently leave the college. For comparison purposes all of the surveys have a core of common questions in addition to items specific to the particular student group being surveyed.

The transfer follow-up survey, for example, includes sections on former and current educational experiences, relative perceptions of the community college versus the transfer institution, perceptions of cognitive and noncognitive outcomes, benefits of attending the community college, achievement of educational objective(s), and demographics. The survey methodology consists of standard mail survey techniques with a blanket follow-up sent two weeks after initial meeting.

3. The transfer follow-up results are communicated in several ways. A report of the overall results is produced and published. This report is distributed to all college staff who might be interested in the results. All cooperating transfer institutions also receive a copy of this report. In addition, reports describing the data for individual recipient transfer institutions are prepared for each such institution from whose students sufficient survey responses were received to justify statistical analysis.

Members of the college Board of Trustees also receive a copy of the overall report and the Director of Institutional Research makes a formal presentation regarding the methodology and results of the study at a regularly scheduled meeting of the Board. Prior to that Board meeting Office of Institutional Research personnel work with staff in the College Information Office to prepare press releases regarding the study. These press releases are delivered to various newspapers in the Kansas City metropolitan area in advance of the Board meeting. Copies of the press releases and the report itself are also available at the Board meeting for interested citizens and those members of the press who routinely attend college Board meetings.

Thus, in this way, results of the study are communicated to college staff, recipient transfer institutions, members of the college Board of Trustees, the press, and ultimately, the public at large.

III. Transfer Rates - A National Debate

Trudy Bers, Oakton College

As noted above, transfer effectiveness may be measured in a multitude of ways. Most recently, however, the "transfer rate" has drawn most attention, often suggested as the key or even only relevant indicator of effectiveness.

A number of researchers have proposed algorithms to calculate the "transfer rate" of students from community colleges to senior institutions.

Table 1 summarizes the most prominent studies examining transfer. The varying transfer rates presented are due primarily to different definitions of transfer, and different algorithms employed. Our purpose in this paper is not to detail each algorithm, but to raise some general issues about the numerator and denominator used in calculating transfer rates, and to present some problems related to gathering data.

The denominator: who is in the poll? There are three major concerns in a transfer rate calculation. The first involves the "objective" classification of students based on their program of study, prior education, even stage in life. The second concern lies in students' avowed intentions--what they say they want to do, regardless of the rationality or seriousness of that intent. The final concern relates to academic performance at the community college, specifically, to the number of courses taken.

Community college students are a diverse population. There is no dispute about this fact, and the mission statements of most institutions confirm this by identifying multiple purposes and educational programs (e.g., transfer, vocational, remedial, community service, personal enrichment). Colleges publicize the success of students in finding jobs immediately after leaving the institution, in rebuilding lives torn by family tragedies, in providing a place where retirees can find intellectual stimulation and new friends. In some colleges a substantial number of students already have college degrees or at least 60 college credits. The thrust toward partnerships with business is premised on the ability of community colleges to provide employees with new skills for improved job performance and productivity, and the recent emphasis on establishing 2 + 2 articulation agreements with high schools is also founded on the expectation by working in concert, high schools and colleges can prepare students for entry into skilled occupations and minimize the time required for doing so.

In short, community colleges are schizophrenic. They provide a wide variety of programs for diverse students, responding to different constituencies and expectations. Common sense suggests that for many students transferring is irrelevant. Why would a student who already has a bachelors degree and is enrolled at the college to learn accounting possibly care to transfer? Why should a student enrolled under her employer's auspices to learn a specific job-related skill be expected to seek a bachelors degree? Why should a 58 year old man taking art and photography be subject to the same transfer imperatives as a 19 year old wishing to become an engineer? Yet, many measures of transfer effectiveness presume that all students should/could/might transfer, and that the rate of transfer must be calculated on the entire base.

The second concern relates to students' self-identified intentions--what they say they want to achieve. Whether to include intent as a mediating variable in examining transfer is subject to dispute. Some argue that social pressure to claim transfer as a goal, unrealistic self appraisals about academic abilities, and goal changes over time render this datum virtually meaningless. An opposing view is that student intent provides an important clue if not a firm promise about where the student wants to proceed in his or her education, and that college's ought not to be held accountable for students who never express interest in transferring in the first place.

The third concern relates to academic performance. The question is: should there be a performance threshold, a minimum number of classes, a student must take before being considered a "serious" or "real" student at the college to warrant inclusion in the transfer rate denominator? If one of the purposes of community colleges is to provide open access for individuals to take courses on an as-needed basis, then shouldn't these students be exempted from the denominator? Note here that the terms "real" or "serious" do not refer to whether or not the individual takes the class seriously and does the work, but rather to whether the individual has made a commitment to attending college on a regular basis, whether full or part-time. Some colleges use the concept of matriculation to differentiate students attending sporadically and perhaps only once, from those who expect to attend fairly regularly in pursuit of a degree or certificate.

To determine an appropriate denominator, then, researchers will need to consider where along three dimensions to delimit the students counted in the pool of potential transfer: one, objective student characteristics/behavior; two, student intent; and three, matriculation.

Which denominator is recommended? Absent a national or state consensus about a transfer rate denominator, institutions need to adopt a denominator definition that made the most sense within the institution, and to communicate this definition consistently and widely--without apologies. The institution must have the capability to identify students who meet the definition for inclusion, and to have confidence that data are as accurate as possible. Should a state or national consensus evolve, the college will have to decide whether to adopt that definition or to continue with its own.

The numerator: who transferred? The question of who transferred can be reformulated as "what constitutes "transfer?" Transfer seems most often to be defined as attendance at a senior institution, in accordance with the senior institution's policy for determining official enrollment. That might mean the first day of classes, or a census date during the first part of the semester, or some other operational definition employed by the senior institution.

While most examinations of the transfer phenomenon appear to employ attendance at the senior institution as the criterion of transfer, some argue that the quality of performance or completion of a bachelor's degree is a more appropriate indicator of transferring than is attendance alone. However, if a measure of quality is built into the numerator as transfer rate formulas, then it seems only equitable to build in a quality measure in the denominator; i.e., to screen out of the pool of potential transfers those students whose academic performance quality at the community college falls below some predetermined level of acceptability. Since definitions of the denominator do not typically include such a quality measure, we shall not urge their inclusion in the numerator.

Having identified several philosophical concerns about which there is no national consensus, we turn now to a brief discussion of the practicality of gathering data for transfer rate calculations.

Problems of data compilation Community Colleges differ in the extent to which they gather, store, and can retrieve data about their students, and in the degree to which they update student data to reflect changes in students' majors, intents, etc. Inherent in each denominator dimension cited above is an expectation about data collection, accuracy, and retrievability. For example, if the pool of potential transfers is defined by a college to include those individuals who are in curricula designed for transfer, who have earned less than 60 credits at the time of entry to the college, who intend to earn a bachelors degree, and who complete a minimum of credits at the college equivalent to one semester of full-time study, then the college must be able to identify students who meet these criteria. Where institutions retain data on a term-oriented basis or do not ask and/or update questions about student intent or major, accurately selecting the pool of potential transfer students may be difficult if not impossible.

Failure to acquire relevant data may be a result of many decisions made for apparently sound reasons. For example, community colleges are striving to simplify the registration procedure to accommodate student demands for convenience and ease. Touch-tone telephone registration is increasingly being adopted as a vehicle for accomplishing this objective, but though technically feasible, updating majors and educational intent is rarely incorporated into the touch-tone procedures because doing so would increase the complexity and time for registering.

Colleges are also concerned about asking students for information that has little utility for them [the students]. For example, if being classified in the wrong major does not meaningfully affect the services a student receives, or his/her selection of courses and progress toward a degree, or the achievement of educational objectives, there seems to be little reason from the student's perspective to insist on accurate coding. The institution will need to make a convincing case that the benefit accruing to the college, if not to the student, is worth the cost of continually updating data.

Learning about students' actual transfer behavior after they leave the community college is also complicated. Two major approaches exist: obtaining information from students themselves, and obtaining information from senior institutions. Results of alumni surveys provide data about where students transfer and how they do, as well as students' evaluations of the community college. Interpreting results must be done with caution, however, because alumni surveys--like all surveys-are subject to inaccuracies of self-reporting and non-response biases.

Where most community college students transfer to a small and known group of senior institutions, data provided by the senior institutions is of greater value in assessing transfer behavior. However, several caveats must be considered. First, in urban areas especially, where students have multiple choices about where to transfer, it may be difficult for the community college to obtain information from the universe of colleges to which students transfer. For example, mail and telephone surveys of alumni at Oakton College indicate that for every student who transfers to a public university in the state, most of whom provide information to the community college, another 3-4 students transfer to an independent or out-of-state public institution that does not report back to the college. Consequently relying on reports from sinior institutions as the sole basis for assessing student transfer would severely undercount the number of students who do transfer and the institutions to which they go.

The second caveat relates to the completeness and comparative nature of reports provided by senior institutions. Most colleges note only the school last attended as the "feeder" college for transfer students. Institutions attended earlier are not stored in information systems; thus, multiple transfers are not tallied and institutions attended by a student prior to the "last" college are not given information about that student. In other words, this method of storing data and classifying transfer students presents a picture of students being either native to the institution (beginning there as freshmen) or transferring once. The phenomenon of multiple transfers, which is evident through transcript analyses, is never revealed and appears not to exist. Students who begin at a senior institution, transfer away and then return, are frequently counted as native students only, with the interim school not appearing on the information system. Again, this results in undercounting the extent of transfer. With respect to comparative data, most senior institutions are free to establish their own definitions of "transfer" students, and these definitions differ. Community colleges cannot respond to seemingly simple questions about which colleges and universities students transfer to in largest number. It seems that significant voluntary efforts of two and four-year colleges or statewide mandates will be required to correct this shortcoming and even then not all transfer behavior will be revealed (for example, if students transfer out-of-state even the most comprehensive statewide database will exclude this pattern).

While the complexity of defining transfer rates and obtaining data might be discouraging, several major national initiatives to examine transfer rates are underway. Three are noted here. The first is sponsored by the National Effective Transfer Consortium, a voluntary association of community colleges that is sponsoring research about issues surrounding the transfer function. The research itself is being conducted under contract with a consulting firm. The second national effort is spearheaded by Arthur Cohen and his associates at the UCLA Center for the Study of Community Colleges, with the support of a Ford Foundation Grant. The third major effort is so new that few have even heard of it. In Illinois, public community colleges and all public senior institutions are collaborating to produce a shared dataset that will include student unit records for all terms in which a student was attending a public institution in the state for the past decade. The dataset will enable researchers to track actual attendance and performance patterns regardless of whether or not colleges label a student as a transfer or students self-report transferring.

IV. Conclusion

As the above comments make clear, the function of providing courses and programs for students intending to transfer and earn a bachelors degree is a significant part of the mission of community colleges, both in terms of numbers of students and salience to community college constituencies. Equally clear, measuring transfer effectiveness is a challenge, made more so by the absence of a consensus about measures and standards of effectiveness and the lack of comprehensive data about student behavior.

While some community college leaders wish the transfer spotlight shining on them would dim, it is unlikely this will occur. The academic lives of too many students are at stake, the expenditure of funds is too great, the need to demonstrate accountability and success is too pressing, and the legitimacy of questions is too strong for this to happen. Instead, effective institutions will feel compelled by internal integrity as well as by external demands to respond to these questions. The National Council on Research and Planning, whose members are professionals in the area of research, has presented this paper as a vehicle for articulating and fostering thinking about transfer effectiveness and as a means for advancing understanding about the importance of research in measuring effectiveness.

Table 1

Research about Transfer Rates[1]

Source	**Transfer "Rate"**	**Basis of Calculation**
Valerie Lee & Kenneth Frank "Student Characteristics Which Facilitate Transfer from 2-year to 4-year Colleges" (1990)	24.3%	High School and Beyond Study of 1980 high school graduates who entered a community college and four years later had transferred to a four-year college.

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[1] Adapted from table presented in Community College Week, May 14, 1990, p. 12. First five entries in table appear in the Community College Week table; sources and data provided by Dr. Judith Eaton, National Center for Academic Achievement and Transfer, American Council on Education.

Norton Grubb, "The Decline of Community College Transfer Rates: Evidence from National Surveys" (1990)	28.7%	National longitudinal study of the high school graduating class of 1972/entered a community college and four years later transferred to a four-year college.
	20.2%	High School and Beyond, Study of 1980 high school graduates who entered a community college and four years later had transferred to a four-year college.
Deborah Carter, "Profile: Two-Year Colleges and Their Students" (1989)	29%	High School and Beyond, Study of 1980 high school graduates who entered a community college and transferred to a four-year college within three years.
Clifford Adelman, "Using Transcripts of Validate Institutional Mission: The Role of Community College in the Post-secondary Experience of a Generation" (1989)		National longitudinal study of the high school graduating class of 1972.
	8.9%	1972 high school graduates who entered a community college, transferred & earned bachelors.
	6%	1972 high school graduates who entered a community college and transferred to a four-year school, did not earn a bachelors degree.
Fred Pincus & Elayne Archer, "Bridges to Opportunity" (1989) Relying on state studies & data from the Urban Community College Transfer Opportunities Program (The Ford Foundation); tentative findings	15-25%	General student population.
	20-30%	Students indicating intent to transfer

Roger Flaherty, "2-Year College Test," Chicago Sun-Times, 1989	12%	Illinois study; number of students transferring to an Illinois four-year institution in fall 1988 divided by total enrollment in prebaccalaureate programs during previous fall.
Chancellor's Office, California Community Colleges, 1989	12%	Number of California Students transferring in 1988-89 by number of California high school graduates who entered community colleges three years prior to transfer.
National Effective Transfer Consortium (NETC), 1990	66%	Data from NETC member institutions consortium definition of transfer: number of students who transfer/number expected to transfer.

"Improving College Effectiveness through International Education"

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Philosophies and Approaches to International Development
Issues and Challenges for the Future
Presentation for:
Community College Consortium 1990 Summer Institute
Toronto, Canada June 24-26

T. Michael Harper, Dean of Technology and
Director, International Project Office
Humber College of Applied Arts & Technology

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Association of Canadian Community Colleges

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FACT SHEET

ASSOCIATION OF CANADIAN COMMUNITY COLLEGES (ACCC)

The Association of Canadian Community Colleges (ACCC), is the national member representative organization of Canada's Colleges, Technical Institutes and C.E.G.E.P.s. It provides information, research and liaison services, in both official languages, for and about the Canadian college community. It is a vehicle for communication and the exchange of ideas amongst its membership, and is the collective representative of its members before all levels of government. ACCC is recognized as the primary advocacy group in Canada acting on behalf of all public, post-secondary institutions other than universities.

Since its incorporation as a non-profit organization in 1972, ACCC has been the seminal and organizing force behind a continuing cross-Canada dialogue that has led to the creation of a "system" of colleges. While the current memberhsip of 124 institutions does not represent a system in the classical sense, it does indicate a strong affiliation across provincial borders and recognizes the need for colleges and institutes to strengthen their cooperative links. ACCC is the only effective mechanism by which colleges can achieve pan-Canadian consensus on important social, economic and cultural issues relating to education.

In addressing the needs and priorities of its membership, ACCC maintains an on-going relationship with the federal and provincial governments, serving as a conduit for exchange of information, and uniting national and provincial interests through the development and implementation of a variety of projects. ACCC has also opened new channels of communication to the private sector, stimulating and facilitationg cooperative ventures that enhance Canada's economic vitality. Through its wide range of programs and activities, ACCC serves as a catalyst to assist the colleges--and society--to move towards the 21st century.

Historical Background

The phenomenal growth in numbers and size of community colleges during the 1960s, Canada's "Golden Age of Education" necessitated a new perspective on education. The emerging community colleges were products of provincial legislation, and thus reflected the priorities and goals of their respective jurisdictions. Community college leaders, however, believed there was sufficient commonalities among these new institutions to merit a national association.

A Canadian Commission on Community Colleges was established in 1967 with a grant from the Kellogg Foundation, and in 1970, organized a National Colleges' Assembly. Representatives from the college sector, provincial education ministries and related organizations voted overwhelmingly for the creation of ACCC. Although facing challenges distinct to Canadian education, such as vast geographical distances, a relatively small population, and pronounced regional diversity, ACCC has continuously expanded its programs, services and advocacy role. It has successfully identified and strengthened the bonds among Canadian Colleges, and emerged as a significant force in adult education in Canada and around the world.

Mission and Objectives

The mission of ACCC is to provide leadership and support in the delivery of life-long learning opportunities which promote the total development of the individual and of the society in which he or she functions.

In fulfilling its mission, ACCC is guided by the following continuing objectives:

1) To share information with and among member institutions at the institutional, the constitutency and interest group levels.

2) To provide a national-level focus for research pertinent to the develpment of the colleges, and useful to the government bureaus which establish the social, economic and cultural policy framework within which the college exists.

3) To promote a college position within appropriate federal departments and agencies with regard to policy development, implementation and review in areas affecting the colleges on a national or international basis.

4) To represent colleges and institutes to the public on national and international level issues.

5) To promote the concept and acceptance of community colleges nationally and internationally, and to facilitate the involvement of member institutions within the national or international basis.

6 To facilitate the implementation of national-level programs and project among the colleges, institutes and their agencies.

7) To manage the administration function of the ACCC office in a manner which leads to more effective and consistent overall personnel and systems practices.

National Services

ACCC offers colleges access to a diverse range of information resources, and undertakes research and advocacy initiatives to support positions taken by its membership on national issues. The Association also acts as the collective voice of its members on these issues. Through such communication vehicles as publications and workshops, ACCC provides a forum for the exchange of information and ideas, enabling its members to draw upon each other's experiences and expertise to assist in their own development. ACCC also enhances personal and professional growth opportunites for its various constituent groups by facilitation networking and cooperation in specific areas.

International Services

In the international sphere, the Association specializes in the overseas transfer of technical, professional and vocational skills, and the export of educational consultancy and management services, through cooperative projects and institutional linkages that draw on the resources and capabilities of ACCC's member colleges. ACCC's international activities are designed to be flexible, culturally sensitive and mutually beneficial, and are based on the philosophy that human resource development is fundamental to any nation's progress and eventual self-sufficiency, and that Canada's colleges have the experience, expertise and entrepreneurial spirit to assist other countries in their development objectives. ACCC is supported in its international efforts by the Government of Canada, the Canandian International Development Agency, the World Bank and other international and regional banks, the Commonwealth Foundation, client governments and their agencies and other non-governmental organizations.

Membership Compositions

ACCC's membership extends into all ten provinces and two territories, and is currently comprised of 123 institutions. **Regular membership** in ACCC is open to all community colleges d'ensignement general et professionnel (C.E.G.E.P.s.) and other post-secondary institutions offering certificate and diploma programs. **Provisional membership** is open to all institutions identified above for a term not exceeding three years in length, after which time they must assume full status or withdraw. **Associate membership** is open to all foundations, corporations and other organizations which support the objectives of the Association, but are not eligible for full membership.

Governance

The Association is unique among Canadian educational orgainzations in that it is governed by representatives, administration, faculty, students, and support staff. Voting delegates are sent to the General Assembly which meets during the Annual Conference to elect a Board of Directors for a two-year mandate. The Board meets three times annually, and its Executive Committee meets an additional three times. The Executive Committee directs the ACCC Secretariat, located in Toronto through the Executive Director, who is an ex-officio member of the Board and all its committees and task forces.

COMMUNITY COLLEGES IN CANADA

Canada's College System

Canada's college system extends to all ten provinces and two territories, and encompasses a diverse range of institutions that operate at several education levels concurrently. In all, there are more than 200 community colleges or allied post-secondary institutions throughout Canada. Included within the college sector are:

1) Community and regional colleges;
2) Colleges of applied arts and technology;
3) Institutes of technology;
4) Colleges d'enseignement general et professionnel (Cegeps);
5) Vocational centres;
6) Schools of specialized study ie. agriculture, horticulture and fisheries.

Common Distinguishing Features

Despite their organizational and structural differences, the institutions that comprise Canada's college system share four fundamental characteristics:

1) They are public instituions with low or no tuition fees for conventional full-time students, but with a number of fully cost recoverable programs;

2) They are products of provincial legislation, functioning as components of provincial post-secondary systems;

3) They offer diplomas, certificates and other credentials, but are not degree-granting institutions;

4) They perceive part of their mission to be responding quickly and efficiently to social and economic change.

Scale of the Community College Sector

Despite their organizational and structural differences, the institutions that comprise Canada's college system share four fundamental characteristics:

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Scale of the Community College Sector

Community colleges constitute the largest and fastest growing sector of post-secondary education in Canada. College full-time enrollments surpassed university full-time enrollments by the 1970s, and the gap has grown annually since that time. It is estimated that one in seven adult Canadians uses a service of a community college.

Full-time Enrollment: There are currently an estimated 500,000 full-time students enrolled in Canada's college system. This represents an increase from 49,000 students enrolled in non-degree granting institutions in 1960, and almost a doubling of full-time enrollment between 1970 and 1981.

Part-time Enrollment: Although accurate calculations are not available from provincial or national sources, a conservative estimate of part-time enrollment in the college system is in excess of 1,500,000 part-time students.

Median age: The median age of all community college students (including full and part-time) in programs leading to formal credentials is estimated to be in the order of 32 years.

Faculty and Staff: There are now approximately 25,000 full-time faculty teaching in the college system, as well as an estimated 150,000 part-time instructors, seminar leaders, and other instructional personnel. The vast majority of both full-time and part-time faculty are recruited from the industry or business sector. An additional 1,200 citizens serve on college boards, while an estimated 7,000 people from business, labour and community organizations serve on advisory committees.

Finances: In 1984/85, community colleges spent almost $3 billion, accounting for 9 percent of total educational expenditures in Canada. The three levels of government contributed 84 percent of direct funding, with only 8 percent generated through tuition fees. Colleges earn the remainder of their revenue through cost recovery programs with industry.

College Programming

Canada's colleges are renowned for the diversity of their programming. Individual institutions may offer any combination of the following, in both full-time and part-time learning format:

1) State-of-the-art technological education;
2) Institutional components of apprenticeship;
3) Occupational progams varying in length from a few weeks to three years preparing students for employment in trades, primary

industry, manufacturing, and a rich variety of para-professional careers in business, health, the arts, social services and allied fields;

4) Skills upgrading and retraining programs, in co-operation with government and industry;
5) In-service training for business and industry in technology, business applied arts and health;
6) Supportive adult education, including English and French as a second language in preparation for more advanced study;
7) Pre-university and university-parallel transfer education in the arts humanities, sciences and social sciences;
8) Vocational preparation programming for university graduates;
9) Programs in post-secondary general education;
10) Courses and activities for general interest;
11) Personal and community development initiatives;
12) Specially designed programs for international students.

The National Network

Canada's colleges are linked on a national level through the Association of Canadian Community Colleges (ACCC). Incorporated in 1972, ACCC is a non-profit, bilingual organization providing information, research and liaison services for and about the college community. It is the collective representative of its members before all levels of government, and the only effective mechanism within the college sector for achieving pan-Canadian consensus on important social, economic and cultural issues relating to education. Membership in ACCC currently stands at 125 institutions.

International Perspectives

In the belief that human resource development is a key element in the nation-building process, Canada's community colleges have been active in sharing their professional expertise and experience with countries around the world. Colleges are involved in a wide variety of technical transfer and educational consultancy projects, and training programs delivered both abroad and in Canada.

INTERNATIONAL TRAINING: At Humber College

Humber College is serious about the responsibility it has as a world citizen. For over 20 years, Humber has been active in the global community, utilizing its many resources to help other countries focus on and develop their own human resource and technical training capabilities.

Humber's International Projects Office is involved in the design and delivery of this training to the International Community. Responsible for all of Humber's international activities, the International Projects Office works with overseas partners to develop a variety of training programs in the spirit of institutional co-operation.

Humber has developed an international reputation in **Technical Teacher Training.** We provide technical upgrading, supported by up-to-date resources and personnel. This, combined with proven teaching and training methods, can provide your community with a real boost into the technologically challenging future.

Along with technical training, we offer **Management Training**. Humber knows the value of good leadership, which is why we recognize the importance of developing and sharing solid management skills from our institution with our partners.

Humber's effective management training can help other communities take more control of their own future. By **'training the trainer'**, we can be a significant part of that future. And with a large measure of flexibility. Partners can work in Canada, or we can provide on-site training programs from one month to a year in duration, for teachers, trainers and managers almost anywhere in the world.

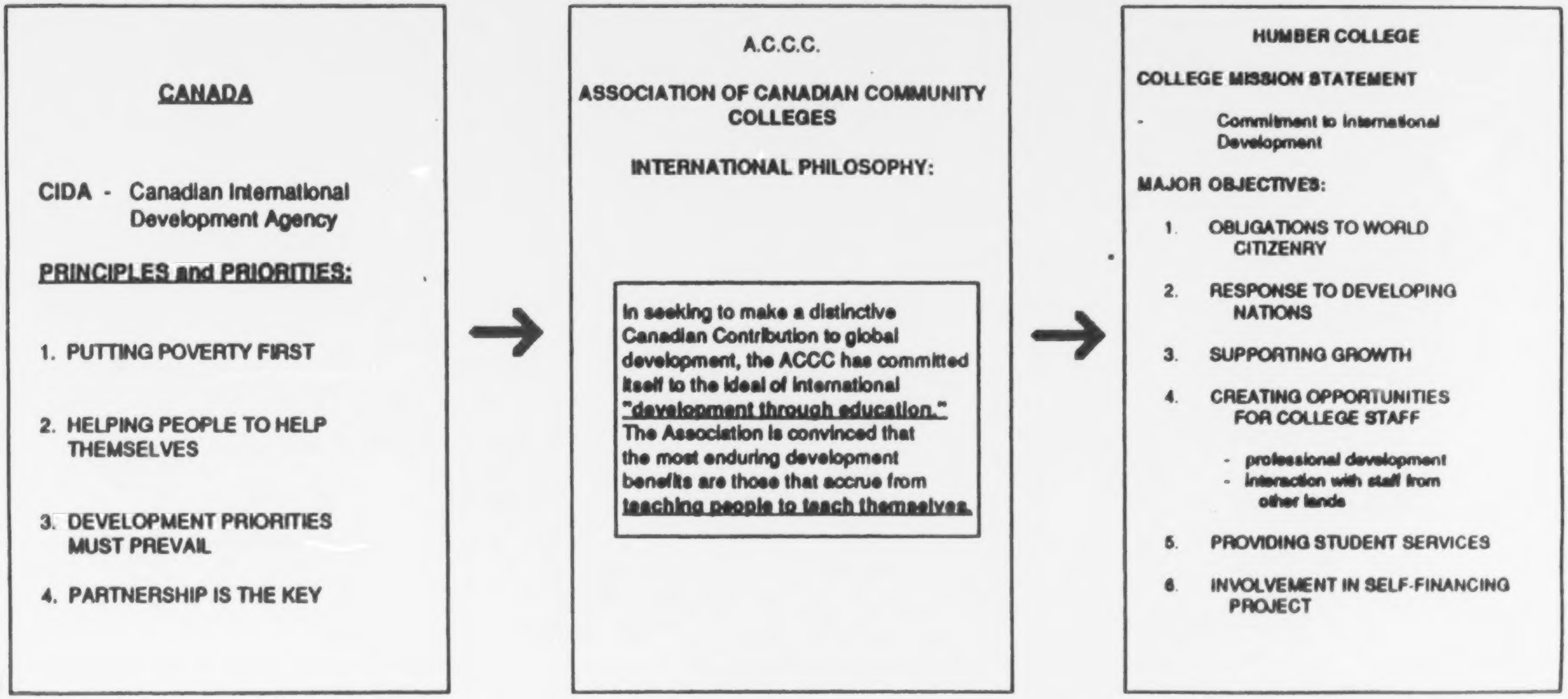
Here in Canada, Humber has demonstrated the leadership it believes in. This is reflected, among other ways, by Humber's unique Canadian membership in the prestigious international League for Innovation in the Comunity College. This success compels us to look beyond our borders, sharing achievements with our international partners by supporting development in other nations.

A large portion of Humber's strength in international activity lies in the belief that what we learn from our neighbours will often be useful in our institution. When others benefit from our efforts, we too are helped, especially since a large part of our own staff's professional development is accomplished through participation in international projects. Also, Humber has become aware of the tremendous benefits of sharing the experiences of other institutions and communities, maintaining the profile of a Canadian counterpart interested in learning as well as teaching.

Our commitment to international development has been documented in the Humber College Mission Statement, but is even more evident in our international accomplishments. Many nations have used our training resources since Humber entered the global arena. Humber now has active affiliations with CIDA (Canadian International Development Agency) and ACCC (Association of Canadian Community Colleges.) As a result, Humber can access much of the best in training resources that Canada has to offer.

Consider what Humber has to offer you. Join us in a partnership devoted to excellence in training for the future.

COMMITMENT TO INTERNATIONAL DEVELOPMENT



CANADA

CIDA - Canadian International Development Agency

PRINCIPLES and PRIORITIES:

1. PUTTING POVERTY FIRST
2. HELPING PEOPLE TO HELP THEMSELVES
3. DEVELOPMENT PRIORITIES MUST PREVAIL
4. PARTNERSHIP IS THE KEY

→

A.C.C.C.

ASSOCIATION OF CANADIAN COMMUNITY COLLEGES

INTERNATIONAL PHILOSOPHY:

In seeking to make a distinctive Canadian Contribution to global development, the ACCC has committed itself to the ideal of international "development through education." The Association is convinced that the most enduring development benefits are those that accrue from teaching people to teach themselves.

→

HUMBER COLLEGE

COLLEGE MISSION STATEMENT

- Commitment to International Development

MAJOR OBJECTIVES:

1. OBLIGATIONS TO WORLD CITIZENRY
2. RESPONSE TO DEVELOPING NATIONS
3. SUPPORTING GROWTH
4. CREATING OPPORTUNITIES FOR COLLEGE STAFF
    - professional development
    - interaction with staff from other lands
5. PROVIDING STUDENT SERVICES
6. INVOLVEMENT IN SELF-FINANCING PROJECT

INSTITUTIONAL CAPABILITY AND CRITERIA FOR INVOLVEMENT

INSTITUTION'S CAPABILITY CHECKLIST

( ) MISSION STATEMENT.

( ) UNIQUE FEATURES OF INSTITUTION.

( ) CAPABILITY OF STAFF.

( ) PROFESSIONAL RECOGNITION OF INSTITUTION AND STAFF.

( ) EXTERNAL SUPPORT.

( ) FISCAL IMPACT CONSIDERATIONS IN DOLLARS AND STAFF.

( ) COLLABORATIVE POSSIBILITIES.

( ) INTERNAL INSTITUTIONAL SUPPORT SYSTEMS.

( ) SENIOR LEVEL SUPPORT.

( ) OTHER INTERNATIONAL PROJECTS.

+

ESSENTIAL CRITERIA FOR INTERNATIONAL PROJECTS

( ) INCREASE VIABILITY OF DEVELOPING COUNTRY EDUCATIONAL INSTITUTIONS.

( ) STRENGTHEN CAPACITY OF DEVELOPING COUNTRY TO MEET HUMAN RESOURCE PRIORITIES.

( ) MEET SPECIFIC UPGRADING REQUIREMENTS OF DEVELOPING COUNTRY.

( ) ADDRESS NEEDS THAT CANNOT ALREADY BE MET BY RESOURCES WITHIN OVERSEAS COUNTRY.

( ) PROMOTE INSTITUTIONAL SELF-SUFFICIENCY.

( ) PLAN FOR CANADIAN IN KIND CONTRIBUTIONS.

( ) PLAN FOR RECIPIENT INSTITUTION TO MAKE IN KIND CONTRIBUTIONS.

( ) DEVELOP LINKAGES.

( ) STRATEGIES FOR WID COMPONENT.

( ) SENSITIVITY TO ENVIRONMENTAL ISSUES.

( ) COMMITMENT OF INSTITUTION.

( ) COMMITMENT OF OVERSEAS INSTITUTION.

+

DESIRABLE CRITERIA FOR INTERNATIONAL PROJECTS

( ) INVOLVE MORE THAN ONE CANADIAN INSTITUTION.

( ) REFLECT SUCCESSFUL INSTITUTIONAL HISTORY OF INVOLVEMENT IN COUNTRY.

( ) UTILIZE UNIQUE CAPABILITIES OF INSTITUTION
(Educational, Social, Economic, Geographic Factors)

( ) BY REQUEST OR PREFERENCE OF OVERSEAS COUNTRY.

( ) HAD POSITIVE EVALUATION OF PREVIOUS PROJECTS.

( ) INVOLVE OVERSEAS INSTITUION IN PLANNING THE PROJECT.

( ) REFLECT MISSION and GOALS OF OVERSEAS INSTITUTION AND ITS ROLE WITHIN NATIONAL DEVELOPMENT PLANS.

( ) EVIDENCE THAT THE OVERSEAS INSTITUTION IS ABLE TO PARTICIPATE AND BENEFIT FROM PROPOSED PROJECT.

IMPLEMENTATION and INVOLVEMENT

IMPLEMENTATION

1. TRAINING
2. FELLOWSHIPS and INDUSTRIAL PLACEMENT
3. SENDING STAFF OVERSEAS
4. CONSULTANCY SERVICES
5. PLANNING and UP-GRADING
6. EVALUATION SERVICES
7. DESIGN and MANAGEMENT
8. STUDENT EXCHANGES
9. STAFF DEVELOPMENT WORKSHOPS
10. ANALYSIS OF FACILITIES and PROGRAMMES
11. TWINNING

INVOLVING FACULTY AND STAFF

- THIRTY-ONE IDEAS FOR INITIATING INTERNATIONAL WORK
- COMMUNICATIONS - INTERNATIONAL OPPORTUNITIES
- HUMAN RESOURCE FILES - RESUMES
- INVOLVEMENT IN INTERNATIONAL VISITS
- PROJECT PROPOSAL WRITING
- LANGUAGES
- SEMINARS/PROFESSIONAL DEVELOPMENT WORKSHOPS
- CONTACTS WITH SERVICE ORGANIZATIONS

BUDGET

"SELF FUNDING NATURE OF PROJECT"

EXAMPLE: SUMMER WORKSHOP OVERSEAS

	HUMBER COLLEGE (In Kind)	OVERSEAS INSTITUTION (In Kind)	FUNDING AGENCY
Project Co-ordinator	4,000		4,000
Human Resources	10,000		
Travel			6,000
Accommodation/ per diem			4,000
Supplies			2,000
Direct Costs			2,000
Overseas equipment admin., local transportation		4,000	
	14,000	4,000	18,000

BENEFITS
FROM
INTERNATIONAL INVOLVEMENT

INSTITUTION	PROFESSIONAL
COMMUNITY	PERSONAL

INNOVATION ABSTRACTS

THIRTY-ONE IDEAS FOR INITIATING INTERNATIONAL WORK

1. Maintain your own personal network of overseas contact people. Stay in touch by letter or at times by phone. Work through these contacts.

2. Join the international division of a professional organization to which you now belong (e.g., PODCAN, AERA, ASTD, or AECT international divisions).

3. Scan journals for expressed and latent needs for overseas work.

4. Be aware of local proposals with international potential and volunteer to assist.

5. Write a paper for an international conference. Deliver it in person.

6. Search out the international programs office on your own campus. Explain your interest to the Director. Provide background information for their files.

7. Send an application and/or a resume' to international organizations (e.g., FAD, UNESCO, USAID).

8. Meet with counterparts in international organizations. Find a person who does the sort of work you do and exchange war stories. Express availability to help solve some pressing problem ~now~.

9. Work through international students and former students for contacts.

10. Join associations with international purposes (e.g. Association internationale de pedagogie universitaire, Society for Intercultural Education, Training and Research, World Future Society, etc).

11. Become well known as a source of help. There is no substitute for recognized expertise.

12. Apply for international scholar programs through sponsoring organizations (e.g., NATO Scientific Affairs Division, Fulbright Scholars Program).

13. Exchange jobs with a colleague. In many cases, an exchange of homes will allow you to handle the trade financially. Organizations promoting this type of arrangement are the Faculty Exhange Center (Lancaster, Pennsylvania) and the National Student Exchange Program (Washington, D.C.), which in now branching into faculty exchanges.

14. Do volunteer work overseas. Numerous programs are looking for people willing to work overseas on long-term or short-term basis. Depending upon the assignment, you may need to finance part of the travel expense.

15. Select thesis or research topics with international implications.

16. Work for in institution with international ties. Among colleges and universities, for example, the level of international activity going on or encouraged presently varies considerably.

17. Establish an institute or workshop program which will attract international people, and then set up contacts (or contracts) for future work.

18. Work out an exchange visit, probably short-term, with counterpart abroad. Finance it creatively, gaining organizational support for your effort.

19. Give a joint presentation with a colleague from abroad.

20. Coauthor an article with an international colleague. Explore opportunities for publishing it, with modifications, in journals in more than one language.

21. Join the CIA, KGB (or both) or similar organization. You'll go far. Then quit when overseas.

22. Identify individuals or institutions who are now involved internationally. See how they did it and imitate. Become associated with them. (Consider the remora fish paradigm for symbolically associating with SHARKS).

23. Link up with available seed money sources which actively promote international work. For example, the Title XII program, BIFAD; earmarks funds for program development specifically for U.S. land grant colleges to assist food and nutrition progress in Third World countries.

24. Use networking to reach overseas contacts. Important lead can be found often through referrals from colleagues. It is widely held that with three phone call (at the most, five), an individual can reach anyone else in the world. One person, experimenting with the concept, reached Queen Elizabeth in five calls.

25. Use contacts through relatives. If Uncle Harry has an international contract, go to work for Uncle Harry.

26. Learn a foreign language or polish up the one that you studied back in high school. The effort involved will make certain that you go the country where it can be used. The cultural insights alone will make the effort pay off.

27. Review literature from overseas in a professional journal. For example, the Educational Communication and Technology Journal (AECT's research journal) now has a section reviewing related international periodicals.

28. Respond to inquiries about your program from overseas. Take the extra effort to maintain a maling list, and keep people informed by way of newsletters and the like.

29. Combine pleasure travel with work opportunities. For example, if you vacation in Mexico, stop by the local university and meet colleagues.

30. Work through church groups and service organizations. Make certain your motives are somewhere close to those of the sponsoring organization.

31. Expect serendipity. Amazing things happen linking on contact to another. There are many opportunities which you make and which just come along. Have a suitcase packed. BON VOYAGE and BONNE CHANCE.

J. Nick Eastmond
Utah State University

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Improved Student Service through Improved Customer Satisfaction

Improved Student Service through Improved Customer Satisfaction

Daniel J. LaVista, President
Russell Peterson, Dean of Curriculum and Instruction
Dorothy Regan, Director of Marketing and Public Relations

College of Lake County

The College of Lake County is especially pleased to be a part of the conference, "Effectiveness and Student Success." We are pleased because we do feel we have made some important strides in improving student service through our recent emphasis on improved customer satisfaction. We are pleased to be included, but at the same time we'd like to make clear at the outset of our remarks that we certainly view our student service project as what one could call a work in progress. In that regard we are looking forward to our experience in Toronto as one in which we can gather some new ideas from colleagues who are approaching the student service question with similar zeal and interest.

In the time that we have available to us during our concurrent session, we intend to provide some information on the College of Lake County. At the same time, we would wish to share with conference participants a conceptual framework for our work in student service and customer satisfaction. Additionally, we would hope to share some of the research and planning that serves as a foundation for our student service work; following that with a brief explanation of some of the action lines that we use in bringing our new student service model to life. We will also talk about some of the next steps that we see as being important on the on-going success of the program. Finally, we will touch on some management culture issues that we feel are essential if indeed our new student service approach is to succeed. Importantly, we look forward to a question and answer session in which we can discuss this important issue with colleagues in the field.

To begin, the College of Lake County is located forty-five minutes north of Chicago and has recently completed its twenty-first year of service to the district. The college is chartered as a so-called comprehensive community college. It enjoys that designation along with thirty-eight other colleges in the Illinois community college system. As a comprehensive college, the College of Lake County offers programs in prebaccalaureate as well as career technical certificate and degree programs. Side-by-side with that kind of activity, the college also offers a broad array of programs in adult and continuing education, and it has included of late important work, we think, in English as a second language, adult basic education, and GED preparation. Rounding out the college's comprehensive programs, is a broad and expansive program in economic development through which area businesses and industries receive assistance.

The college programs are offered on two campuses. Additionally, the college operates one educational center and offers its classes in 50 high school and business sites in a given semester. In the Fall '89 semester, the college's enrollment was at about fourteen thousand students (5,400 FTE) which reflected a ten percent increase over the previous Fall semester. The college has enjoyed steady increases in enrollment in the last few years and expects that continuing enrollment increases will occur. It is important to note that these enrollments are served by a high quality, experienced staff numbering nearly nine hundred and fifty.

With that snapshot of the college in place, it might be useful to describe how the college got started on its customer service orientation. First, the college's leadership sought to develop a marketing concept that would serve as the framework for this orientation. It's probably true that we struggled with the usual P's of marketing: product, pricing, place, and the like, but what we came around to very simply was a view of the marketing concept that frankly was one that was quite simple and direct and appeared to meet our needs rather specifically.

In this regard, we were tutored by the former General Electric Company, Vice President for Strategic Planning, J. B. Machitrick, who wrote the following:

> "So the principal task of the marketing function in a management team wedded to the marketing concept is not so much to be skillful in making the customer do what suits the interest of the business as to be skillful in conceiving and then making the business do what suits the interests of the customers."

In thinking about the coherent whole, if you will, of this particular quotation, we came away with an understanding that we had a number of issues that needed to be addressed. We needed to talk, for example, about the way an organization conducts its business, how an organization use its clientele. We needed to talk, as well, about the attitudes of employees, particularly so called front-line staff: secretaries, receptionists, and the like, and faculty attitudes as well. Finally, we needed to talk about customer service and how we would define it. That particular bit of thinking led us to some work that was done by Leon Leonard Bean, the late founder of L. L. Bean, who was fond of saying:

> "Sell good merchandise at a reasonable price, treat your customers like human beings, and they'll always come back for more."

That particular view of customer service, by the way, was begun in 1912 when Mr. Bean, we understand, borrowed four hundred dollars from a relative and set out to design and manufacture a new rubber bottom boot, a revolutionary concept in those days. Well, that service orientation served L. L. Bean, Incorporated very well since in 1980 they turned over $120,000,000 in sales. That philosophy, by the way, is continued in the L.L. Bean Company, and it is most noticeable in a quotation that was attributed recently to Leon Gorman, Bean's grandson and the current company president who said:

> "Our success is, I think, primarily based on the attention we pay to the product and to customer service. We are always trying to do better than what we have been doing for decades."

As we at the College of Lake County began to think about this particular attitude and in particular Mr. Gorman's quotation, we believe that there are some key words in Gorman's orientation that really describe the efforts that were undertaken at the college this past year. With product, for example, we knew that we had to look at our curriculum and revise it appropriately; with customer service we knew we had to develop new action-lines for student satisfaction. We, we also knew, had to be directly involved with the way in which employees would be involved in our new customer service orientation, and doing better meant that we had to have an ever-present understanding of the importance of evaluation. These aspects of Gorman's view all contribute to what we see as success, namely the on-going attempt to define student service.

Getting the Process Started at CLC: A Chronology

Research and planning which took place in advance of the fall, 1989 semester, led us to decide that a stronger orientation to service was important in meeting the needs of current and prospective students. Some significant steps in that research and planning process included:

A. In late spring of 1989 the Enrollment Management Team (EMT) made recommedations for populations which would be targeted by fall semester enrollment efforts. (The EMT is a group of mid-managers with responsibility for areas related to recruitment, retention, instruction and promotion.) The primary target would be adults 25-39 years old who were employed, but in need of updated career skills to advance professionally. Although the college had been serving a large number of these people, there was evidence the potential there was still great.

B. A Gallup poll we had commissioned a few years earlier provided us with good, solid information on the needs and interests of this population within our district. Clearly, most of the adults in that age group identified the need for continuing professional development. Further, the majority identified the College of Lake County as the place they would turn to when they were ready to pursue that education. The poll had also assessed barriers which might keep these individuals from enrolling at CLC, even if the classes they wanted were offered. Virtually all of these barriers were related to service and accessibility, not faculty or program quality. Included were convenient class scheduling, child care, parking, and the ease with which they could register.

C. A review of national data on student retention indicated that the number one reason students leave a college before completing their objectives was not dissatisfaction with the college's educational programs, but was the absence of a caring attitude on the part of faculty and staff.

D. A similar review of data on customer loyalty and satisfaction in the business sector revealed that 70 percent of the customers who stop doing business with a firm do so because they are dissatisfied with the service they receive and their treatment by employees, NOT because they are unhappy with the product.

Given this information, the EMT felt there was compelling reason to conclude that to meet the enrollment objectives for the fall and subsequent semesters, broad college involvement would be necessary. The changes necessary to reorient the curriculum, student service operations, and all staff-student interactions were vast and would require the participation of every unit and division of the college. Up to that point, organization of the college had the EMT making recommendations to the Vice-President for Educational Affairs who would accept or reject them. There was no involvement by senior management in business services or advancement. The first step was to change that process to one which was more integrated across the college.

The Marketing Planning Group (MPG) was established in early summer, 1989. It consisted of all the vice-presidents, the research/planning director, the dean of student services and the director of marketing and public relations. This group would have responsibility for assessing external needs and modifying college operations to meet those needs. They also set enrollment goals, sharing them with the EMT, who would plan strategies to meet those goals. They set a fall semester enrollment goal of a seven percent increase in FTE. They challenged the EMT and all administrators to find ways that their offices could revise their operations to better meet the needs of students and, therefore, contribute to meeting the goal. From these discussions came the commitment to begin the process of shaping a college-wide customer service orientation.

From the start, we knew that it would be critical to involve the entire college community in a dialog about what this new orientation would mean for CLC. To get that process started, all-college meetings were held the week before fall registration was to start. The president opened the meetings by refocusing those in attendance on the mission of the college - meeting the educational needs of the community. He talked about a marketing orientation, not as a focus on "pushing the product," but on the ongoing assessment of customer needs and the modification of our courses, services and approaches to meet those needs. He encouraged staff to begin to think of marketing at CLC as an integrated system in which each of them played a vital role. He stressed the concept of "marketing as exchange," reminding staff that students exchange their time, commitment, tuition, etc. for the future they believe will be possible as a result of the courses or program they take with us.

Following his remarks, the dean of curriculum and instruction outlined changes in the registration/advisement process that would be implemented this fall to better serve students. Staff were alerted to expect a significantly increased number of students on campus to register over the next few weeks. Systems for managing that need were reviewed. The marketing and public relations director encouraged staff to stretch themselves and their operations to meet student needs. She indicated that standards for customer service at the college were to be established over the next year and that the process for that work would include college-wide dialog and debate - standards would not be established by senior management for the rest of the college to implement.

Activities, Evaluation, and Next Steps

After the ideals and ideas, what did we do, how did it work, and what are the next steps?

Activities

In order to create a customer service orientation for the 1990-91 academic year, the college took action in three areas:

1. simplifying registration,
2. modifying the course schedule,
3. improving advisement.

Registration

Like many community colleges, the College of Lake County has always had long registration periods which featured both on-campus and telephone registration, enrollment increases led to longer lines than either college officials or students wanted to see. We decided it was time to make the registration process even more "user friendly." To accomplish this end, we expanded the number of hours available for registration, going to fully staffed divisional and student service offices on Saturdays for the first time in college history.

As part of a focus on working, adult students a toll-free, 24-hour registration system was established and promoted through a special publication. In addition, we expanded our effort in registering students at business locations. Business registration teams were scheduled to visit 12 of the largest employers in the district.

Finally, to improve on-campus services signs were improved and services modified where needed. In one of our favorite examples, all business office staff focused on processing student payments during a peak period, even moving computers and cash registers into the hallways in order to reduce lines and provide better service. By directing students in the most efficient manner, business offices staff cut service time by one-third.

Schedule

Because the college already has a comprehensive schedule, this area saw the least change. However, several important changes did occur. First, an Aerobics fitness class was added at 6:00 am, the earliest the college had ever offered a class. Second, classes which were of particular interest to working adults, for example--a variety of computer and business classes were identified in the schedule and promoted in a special publication. Third, classes were scheduled during afternoon down-time so that students could take a full schedule in the afternoon.

Advisement

Advisement has been an ongoing concern for the college. Because of the lengthy registration period, there have always been some times when adequate advisement has not been available for students because faculty have been on break between terms. For the Fall 1989 term, faculty and administration decided to solve this problem. Faculty who volunteered were paid a stipend to provide advisement during a non-contractual period, and--importantly--were trained to provide the very best advice to students. Both students and faculty reported that this service was valuable.

Evaluation

Indeed, the entire customer service effort received positive evaluation.

Ninety-eight percent of the students surveyed rated the service as good or excellent. Response to weekend registration was enormous, and extra staff had to be added during the process to accommodate the demand. Nearly 150 adults were admitted and registered through on-site registration at businesses. Enrollment increased by 11 percent, and the final enrollment of 13,930 was the college's highest enrollment ever. Specific problems that were identified were analyzed and addressed.

After registration ended, feedback sessions were held with all staff groups. These meetings provided an opportunity to celebrate success and identify problems to be solved before the next registration period. To recognize everyone's hard work, the president delivered morning muffins to each office. The staff appreciated the attention, the encouragement, the recognition, and the chance to affect the process. From these feedback sessions, a Customer Service Team was formed to provide direction to a continued effort on customer satisfaction.

Next Steps

By the end of the 1989-90 academic year, the Customer Service Team had developed a number of recommendations that would continue to strengthen the service commitment to the community and to staff. For example, they recommended that staff development be strengthened for faculty and staff so that the entire college community would better understand the basic principles of customer service. Problems with signage both on campus and at extension sites were identified, and steps are being taken to rectify those problems. Finally, they recommended that administrators be held accountable for the quality of service. "Supervisory training and the evaluation of administrators on their commitment to the customer service standards is the single most critical element in these recommendations."

What we have done is not extraordinary. Some of you may have done much more than this to improve service to students. We would like to learn from you, for we consider our work to be working progress. We are about the business of changing many attitudes and behaviors. We are about the business of changing the basic patterns of relationship between student and institution. We are in this work for the long haul because at the most fundamental level we are about the business of changing institutional culture.

In the early stages of the evolution of professionalism in our culture, the professional was separated from those he served by his knowledge and expertise. The lawyer, the doctor, the educator: all assumed positions above those they served. These patterns are changing so that the client, the patient, the student is more involved as a whole person in these relationships. The new professional knows that her expertise is something to be shared and through sharing to empower the individual through the gift of greater knowledge.

What you've just heard characterizes the climate for student success that we are trying to create on our campuses. What we've learned so far is that first, customer service orientation requires broad institutional commitment. We have learned second that customer service orientation is in part dependent on employees exhibiting a caring attitude about students, a view that says that students are not an interruption to our work, they are our work. We believe thirdly that we have learned that a customer service orientation partly turns on employees believing their work is valued. Lastly, more generally, we have learned that what is needed on our campus if student's success is to work, is an appreciation of and a respect for the diversity of people's gifts, talents, and skills. I might add that the role of campus leaders in promoting appreciation for this diversity is essential. It's this kind of diversity that can be called upon to make important responses to the customer service orientation that we've attempted to describe.

By way of conclusion, it may be appropriate to comment on a few of the things we are satisfied about as we look back at our first year of emphasis on our new customer service program. To begin, I think we feel we've had clearly an increase in student satisfaction with the college. The student responses on the evaluations that were discussed earlier are informal anecdotal information that has been communicated by students, counselors, and faculty. In some, I think we have had a number of good bench marks to use to believe that we are doing a pretty good job as far as our student satisfaction goals are concerned.

Secondly, we feel that we have improved employee attitude about dealing with students. We are trying hard, as was noted earlier, to have employees see students as the focal point for their work. We feel we have made strides on that perception and we certainly hope to continue that endeavor in the coming year.

Thirdly, I think we feel that we have made some important steps in improving the integration between marketing, recruitment, and retention. The business, again, of trying to attract students to the college, recruiting them into the programs of their choice, programs that meet their needs the best, and then finally developing a system to keep them at the institution. I do believe that there is more of a heightened understanding by individual departments to the way in which their work is integrated with other departments, and of course that is what every institution strives to do, namely to have one department's work mesh importantly with another.

Finally, I think we have been successful in setting some customer service standards at the college as a way of keeping this new concept before our employees public and I think that as a result of all of these, perhaps most important and the thing we are most satisfied with, is the fact that there is a growing appreciation for the view that constant incremental change at the institution is the norm. We are very grateful for the opportunity to present our ideas at the Community College Consortium Conference, and we look forward to discussing them with our colleagues.

Monitoring Institutional Effectiveness Using Critical Success Factors

Monitoring Institutional Effectiveness Using Critical Success Factors

An Exemplary Practice Session at the Effectiveness and Student Success:
Transforming Community Colleges for the 1990 Summer Institute

James L. Hudgins, President, Delinda T. Cannon, Assoc. V.P.
for Institutional Effectiveness
Midlands Technical College

Institutional effectiveness is one of the hottest topics in postsecondary education today. There are numerous reasons for the interest now being shown in effectiveness and accountability. Several national task force reports in the 1980s reported a declining confidence in the value of a college degree. Increasing demands for tax dollars have forced legislators to push for accountability in the use of public funds. The competition for students, just beginning to be felt by many institutions, contributed to an emphasis on results.

In the late 1980s, while higher education debated the issue of accountability, state legislators and state coordination boards developed mandated requirements for effectiveness. According to the American Council on Education, two-thirds of the states now have some form of accountability legislation and/or policy. The national consensus supporting assessment was never more evident than in the recent report of the President's Education Conference, held in the fall of 1989. The conference's focus was public education. However, the governors expressed such deep concerns regarding accountability in higher education that an entire session was devoted to the topic. The governor's concerns were expressed by New Jersey Governor Thomas H. Kern (now president of Drew University) who stated, "There is a good deal of feeling among governors that higher education is not accountable -- that what is driving it is not accountability, either academic or fiscal."

South Carolina has not waited for a national mandate to legislate effectiveness activities. In June 1988, South Carolina Governor Carrol A. Campbell, Jr., signed into law Act 629, known as the "Cutting Edge" legislation, making it mandatory that South Carolina colleges maintain effective systems of quality assessment and accountability to: (1) determine institutional effectiveness; (2) disseminate the results of outcomes to constituents within the state; and (3) initiate changes in curriculum, programs and policy based on data related to institutional effectiveness. Sensing the importance of effectiveness activities such as planning and evaluation to overall college improvement, the faculty, staff, and Commission of Midlands Technical College (MTC) demonstrated their commitment to accountability in the fall of 1986 by initiating a strategic planning process that produced the Vision of Excellence, a document outlining the commitment of the college to meet the challenges of the 21st century. To assure translation of the Vision into reality, the college launched a comprehensive institutional effectiveness initiative in 1988 that goes beyond South Carolina's mandated requirements.

INSTITUTIONAL EFFECTIVENESS DEFINED

Institutional effectiveness, as it is understood at Midlands Technical College, is more than a synonym for program evaluation or assessment of student outcomes. It is an institutional perspective that focuses on accurate planning, the assessment of accomplishments (both of students and the college's overall effectiveness), and the use of assessment results for planning and decision-making. Thus, the college's definition of institutional effectiveness has two major components: planning and evaluation. Within the context of the college's institutional effectiveness program, planning and evaluation are defined as:

> **Planning:** a process which documents the intended purpose, direction, and expected outcomes of the college and provides a mechanism for periodic review and updating of programs and services based on goals and outcomes.
>
> **Evaluation:** A systematic process of measuring the college against its stated purpose and indicators of effectiveness, in terms of outcomes accomplished.

Planning

Planning at Midlands Technical College is composed of a strategic planning cycle and a complementary operational planning cycle.

Strategic planning establishes the essential major directions for the college that have been determined in response to the assessment of the needs of the Central Midlands community, our students, the faculty and staff, and the results of the evaluation component of the institutional effectiveness program. The strategic planning process is conducted in two-year cycles, beginning in January and ending in July. The elements of strategic planning at MTC include:

1. development of planning assumptions based upon national state, and local environmental and demographic factors and the college's ability to respond to those factors;
2. review of the college's statement of Missions, including Role and Scope and Values; and
3. development of a long-range plan focusing on five-year institutional goals and annual priority initiatives that will enable the college to fulfill its Mission.

Operational planning is an on-going annual process at the college that provides the details for translating the college's priority initiative into action. In the spring, each department of the college develops a set of annual objectives for the next fiscal year, beginning on July 1. The department or unit's objectives and action plans (page 4) are reviewed by the appropriate vice president or director to ensure that objectives and action plans correlate with the college's goals and priority initiatives.

Another major operational planning activity is the development of the annual operational budget of the college. Funding levels by divisions are influenced by the planning process and by known continuing costs. Budget preparation is highly participatory, with each cost center developing its annual objectives and its funding requirements. These are combined and submitted by the Executive Staff for each division in February. The total budget requests and projected available income are reviewed by the Executive Staff in April. Decisions on projected new expenditures, based on available revenue, are negotiated among the Executive Staff, with input received from all departments.

EVALUATION

Evaluation is not looked upon as a once-a-year event to assure completion of the planning cycle. It is a collegewide commitment to ongoing process and product review.

1990-91 ANNUAL OBJECTIVES
ACTION PLAN

Division/Department: ______________________________ **Date:** ____________

Institutional Goal/Priority Initiative:

1990-91 Objective:

1. List the actions/implementation procedures necessary to accomplish this objective, with anticipated beginning and completion dates.

2. Identify specific resources required to carry out the action plan.

3. Specify the measurement criteria and anticipated outcomes you will use to measure your success in achieving this object.

4. Indicate any other divisions/programs that will be directly affected by this action plan and how the coordination between/among programs will be accomplished.

Coordinated by the Executive Staff and supported by an internal institutional effectiveness committee, evaluation is implemented in the appropriate units or departments.

The college's annual progress in achieving its stated institutional goals and priority new initiatives continues to be a major component of the evaluation program. Each July, members of the President's Executive Staff review the results of activities undertaken in support of the new initiatives during the past school year. A summative evaluation of the college's performance is then presented to the Board of Trustees at their annual retreat in August. This report includes an Institutional Effectiveness Report Card that provides quantitative and qualitative information on the college's progress against identified standards of excellence.

As the new emphasis on planning and evaluation evolved from 1987 to 1989, the college's administrators realized that focusing evaluation on long-range and annual objectives was not providing a complete picture of the college's overall effectiveness. The long-range and annual objectives dealt with new initiatives, but no mechanism was in place to systematically assess ongoing college programs and services. The college's administration decided they needed a set of criteria that would answer the question, "How effective is our institution in providing ongoing programs and services to our students?"

Critical Success Factors

After a review of several national models, including a model developed by the Sloan School of Business at MIT and DeAnza College's adaptation of that model, the college determined that the six broad performance characteristics listed below are of paramount importance to the ultimate success of the college and its students.

* Accessible, Comprehensive Programs of High Quality
* Student Satisfaction and Retention
* Post Education Satisfaction and Success
* Economic Development and Community Involvement
* Sound, Effective Resource Management
* Dynamic Organizational Involvement and Development

These six performance characteristics are called Critical Success Factors. As defined in the North Carolina Community College System Effectiveness Model (which used MTC's model as a source in developing their model), Critical Success Factors are "The key things that must go right for the system to flourish and achieve its goals." A definition of each Critical Success Factor is presented below.

Accessible, Comprehensive Programs of High Quality - The first major determinant of the college's effectiveness is a strong academic curriculum. It should provide opportunities for access to the college, while monitoring placement within an individual program based upon a student's projected likelihood of success. It should be comprehensive, with quality instruction and support services that prepare the student to successfully transfer to a senior institution or enter the workplace.

Student Satisfaction and Retention - Students are the college's number one clients and products. Retention of students to goal completion is critical to accomplishing the college's Mission. Their satisfaction with the academic programs, support services, facilities, and extra-curricular opportunities directly affect their retention.

Post Education Satisfaction and Success - Employment preparation and transfer success are two dimensions of the college's mission that must be successful for the college to consider itself effective. In-field placement rates of graduates and transfer students' GPAs should reflect the extent to which the college has effectively prepared students for post education success.

Economic Development and Community Involvement - For Midlands Technical College to truly be a community college, its programs, services, and students must contribute to the community the college serves. The college supports economic development through the appropriate education and training of entry-level workers and the retraining of current employees, based on local business and industry demands. In addition, as a community college, Midlands' faculty and staff are encouraged to become actively involved in the community and to host community groups on campus.

Sound, Effective Resource Management - In order to be effective, the college must be fiscally responsible to the citizens and students who provide its resources. This includes adequate and equitable distribution of funds, appropriate use of personnel and facilities, and support of the college by both public and private entities.

Dynamic Organizational Involvement and Development - The faculty and staff who work at Midlands Technical College are its most valuable resources. Their ongoing professional development and enthusiasm for the Vision of Excellence measurably affects the college's effectiveness in serving students. The college will provide professional development opportunities, be a proactive supporter of affirmative action, and support equitable salaries for all employees.

Indicators of Effectiveness

In order to monitor and measure how well the college is performing relative to each Critical Success Factor, Indicators of Effectiveness and a set of measurable criteria have been developed for each factor. The indicators and their supporting measurement criteria are the observed, quantified, and qualified results of performance. They provide a structure and a mechanism for organizing the review and evaluation of MTC's effectiveness in key areas. A matrix of the Critical Success Factors and Indicators of Effectiveness is presented on page 7.

CRITICAL SUCCESS FACTORS
AND
INSTITUTIONAL EFFECTIVENESS INDICATORS

-A- Accessible, Comprehensive Programs of High Quality	A-1 Enrollment Management	A-2 Access and Equity	A-3 Mastery of General Education Competencies	A-4 Evaluation of Academic Program	A-5 Secondary and Postsecondary Articulations
-B- Student Satisfaction and Retention	B-1 Satisfaction with Instruction and Support Services	B-2 Successful Achievement of Students' Goals	B-3 Program Completion Rates	B-4 Assessment of Student Development	B-5 Accurate Entry Testing and Course Placement
-C- Post Education Satisfaction and Success	C-1 Graduate Placement Rates	C-2 Success of Transfer Students	C-3 Employer Satisfaction with Graduates	C-4 Graduate's Satisfaction with Education/Training	
-D- Economic Development and Community Involvement	D-1 Industry Training Related to Economic Development	D-2 Positive Community/ College Interaction	D-3 Alumni Support and Involvement	D-4 Positive Economic Impact Study	
-E- Sound, Effective Resource Management	E-1 Distribution of Resources	E-2 Facility Adequacy, Use, and Condition	E-3 Faculty Loading	E-4 Successful Acquisition of Public/Private Resources	
-F- Dynamic Organizational Involvement and Development	F-1 Ongoing Professional Development of Faculty and Staff	F-2 Positive Organizational Climate	F-3 Affirmative Action Plan	F-4 Support for Faculty/Staff Salary Equity	

A draft set of measurement criteria have been developed for each indicator. The measurement criteria vary. Some are based on comparison of MTC's performance to the performance of other colleges in the state's technical college system or the nation that are of similar size and have similar missions. However, the college is being very selective in the use of norms or comparative data due to the uniqueness of the college's service population. Past performance or internal trend studies are used as data become available. The Critical Success Factors and supporting Indicators of Effectiveness are reviewed annually in July to provide information on the college's overall effectiveness.

Examples of activities that provide information needed to assess the effectiveness by Critical Success Factors follows.

Academic Program Assessment System

In 1988, the college instituted a comprehensive academic program assessment system that examines the effectiveness of majors or academic departments every three to five years. The assessment is conducted from a variety of perspectives: those of students, graduates, advisory committee members, employers, faculty, and administration. The process accesses effectiveness using a mixture of success indicators such as: enrollment, retention, program completion, job placement, program capstone competencies, external reviewers, exit tests, student technical skills, developmental/remediation programs, and employer/student/graduate satisfaction. The most important focus of this effort is students - their learning outcomes and their successes.

Student Satisfaction and Retention

Because of the diversity of students served by the community college, student satisfaction and retention is a major Critical Success Factor at MTC. In 1989-90, the college received funding through the Strengthening Institutions Program, Title III, Higher Education Act of 1965, to implement a retention project.

The retention project is coordinated by the Student Development Services Division and supported by an inter-divisional retention committee. Numerous measures are being used to monitor and determine the results of the retention study. They include: a cohort tracking system that will track by program areas, student goals, and high risk students; a measure of the increase in utilization of student services; and student surveys. By September 1990, an institutional report will assess the accuracy of course placement for all curriculum students. A report on retention patterns for each academic program, division, and the total college on a term-to-term and year-to-year basis will be available, beginning in the fall of 1990.

Mastery of General Education

The assessment of general education competencies within MTC's associate degree program means measuring the extent to which students in all degree programs demonstrate competence in meeting the general education core adopted by the college. One measure being developed to assess general education is a set of core general education competencies being developed by a faculty curriculum committee. Periodic surveys of faculty, students, and employers will provide additional assessment information on students' general education knowledge.

In addition to the set of core competencies, the college will compare results of the American College Testing Program's (ACT), Collegiate Assessment of Academic Proficiency, (CAAP) test to scores of students taking the ACT ASSET entry-test instrument to determine general education gains by students. ASSET is being administered to all students upon entry to the college. The CAAP was administered to all entering students in fall 1989 and will be administered in 1990-91 to those students again as they complete an academic program.

Project Cooperation

In the spring of 1989, the college was one of 11 community colleges nationwide invited to participate in a three-year outcomes assessment project titled "Project Cooperation," sponsored by the National Council on Student Development, the National Council of Instructional Administrators, and the American College Testing Program (ACT). As a participating college, MTC committed to selecting a research design and using ACT instruments in our research. Following a series of discussions with various college constituencies, the project team identified the following series of research topics:

1. entry-exit testing relationships;
2. assessment of developmental studies program effectiveness;
3. transfer student outcomes;
4. cohort variables that contribute to the success of minority and at-risk students; and
5. the appropriateness of entry and exit testing for assessing student learning and development.

These research studies will provide data essential to the assessment process for several indicators of effectiveness.

Post Graduation Satisfaction and Success

Activities and measures of this Critical Success Factor's effectiveness are being conducted throughout the college by appropriate units. The office of Research and Analysis reviews all surveys prior to distribution and assists with data tabulation and analysis. Graduate placement rates are monitored quarterly, along with graduate satisfaction with the college and its programs and services, and indicate excellent overall satisfaction and success of MTC graduates. A continuing student survey is administered every two years to determine student satisfaction with programs and services.

A transfer study is currently underway, under the direction of the Dean of Arts and Sciences, that is tracking the success of transfer students who are currently or have recently attended the University of South Carolina (USC). The study is comparing Midlands students and entering students by transcripts. It is comparing how the student performed by specific courses at MTC and USC. The first report of study results is anticipated in the summer of 1990.

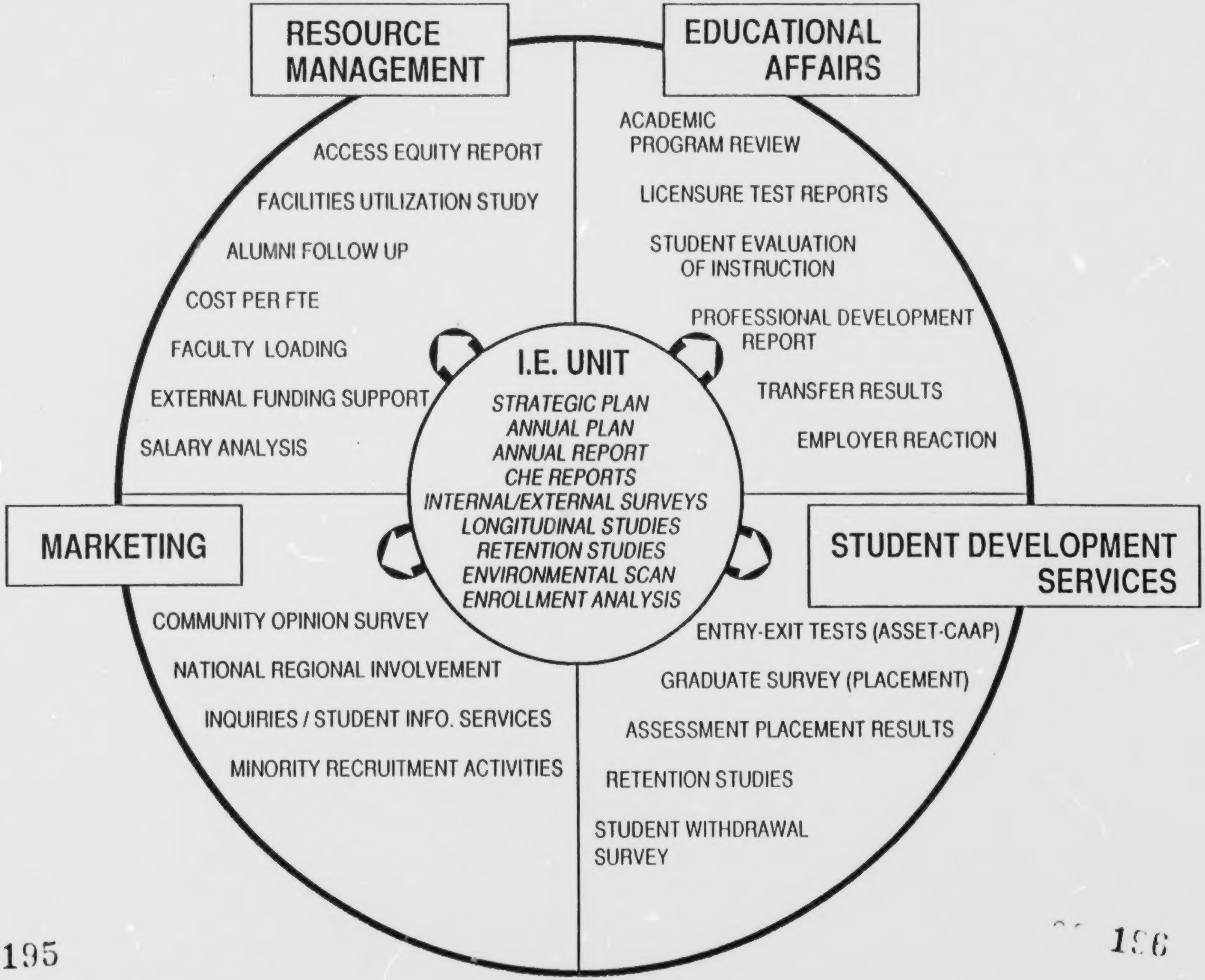
Operational Institutional Effectiveness

In 1989, in order to provide an administrative structure for the institutional effectiveness program, the President formed an Institutional Effectiveness Unit, named an Associate Vice President for Institutional Effectiveness, and created an internal institutional effectiveness committee. However, the collection of information that will provide the data needed to determine the college's performance against a given standard is not assigned to a single person or unit. Assessment studies and data collection has been decentralized and delegated to the division or department with the best access to the information or with the knowledge, staff, or resources to conduct the data gathering activity. As the diagram on page 11 illustrates, all divisions of the college are involved in assessment activities, with the institutional effectiveness unit providing coordination and tracking of assessment activities to avoid duplication of efforts. In operationalizing institutional effectiveness, the college followed seven basic steps which are listed below.

1. Articulated its mission
2. Established a planning mechanism
3. Developed an evaluation system that tells us if "we are what we say we are"
4. Identified critical areas of success
5. Established priority standards upon which we will judge our effectiveness in the critical areas
6. Determined mechanisms for documenting if we met our established standards:
   * Hard data (enrollment reports, licensure test results, transfers' grades, assessment of majors, etc.)
   * Surveys (written, telephone, interviews)
   * Peer Reviews
7. Utilized results of assessment for decision making

Before college operationalized its effectiveness program, several policy and administrative issues were clarified, including:

1. support of the President and Board of Trustees;
2. linkage of assessment to college Mission;
3. involvement of all units of the college;
4. an emphasis on quality throughout the college, with assessment viewed as supporting quality decisions;
5. establishment of an organizational structure to monitor and report on effectiveness outcomes; and
6. a determination of how to pay for assessment activities.



RESOURCE MANAGEMENT

ACCESS EQUITY REPORT
FACILITIES UTILIZATION STUDY
ALUMNI FOLLOW UP
COST PER FTE
FACULTY LOADING
EXTERNAL FUNDING SUPPORT
SALARY ANALYSIS

EDUCATIONAL AFFAIRS

ACADEMIC PROGRAM REVIEW
LICENSURE TEST REPORTS
STUDENT EVALUATION OF INSTRUCTION
PROFESSIONAL DEVELOPMENT REPORT
TRANSFER RESULTS
EMPLOYER REACTION

I.E. UNIT

STRATEGIC PLAN
ANNUAL PLAN
ANNUAL REPORT
CHE REPORTS
INTERNAL/EXTERNAL SURVEYS
LONGITUDINAL STUDIES
RETENTION STUDIES
ENVIRONMENTAL SCAN
ENROLLMENT ANALYSIS

MARKETING

COMMUNITY OPINION SURVEY
NATIONAL REGIONAL INVOLVEMENT
INQUIRIES / STUDENT INFO. SERVICES
MINORITY RECRUITMENT ACTIVITIES

STUDENT DEVELOPMENT SERVICES

ENTRY-EXIT TESTS (ASSET-CAAP)
GRADUATE SURVEY (PLACEMENT)
ASSESSMENT PLACEMENT RESULTS
RETENTION STUDIES
STUDENT WITHDRAWAL SURVEY

SPECIAL ISSUES AND EMPHASIS IN 1990-91

In 1989-90, Midlands Technical College was designated as the lead institution for institutional effectiveness for the South Carolina technical college system. In addition, it received a third year of funding from the South Carolina Commission on Higher Education to develop a model academic program assessment system and to provide leadership to the technical system for faculty development, evaluation of developmental education programs, and dissemination of exemplary methodologies, products and practices in instruction.

The college also received a grant from the American Association of Community and Junior Colleges and the Kellogg Foundation to serve as a Beacon College for 1990-92 for the development and replication of assessment methodologies and development of institutional effectiveness programs throughout South Carolina's technical college system.

SUMMARY

Midlands Technical College has determined that institutional effectiveness activities will become routine throughout the college and that they will keep the college focused on its students and its Vision for Excellence. In responding to these policy issues and implementing a college-wide institutional effective program, based upon the identification of Critical Success Factors and Indicators of Effectiveness, Midlands Technical College is ensuring that effectiveness becomes institutionalized and that those making decisions on the future of the college and its programs and services make their decisions based upon the best information available. The college is convinced the institutional effectiveness process improves teaching and learning, resulting in the desired institutional effectiveness product - student success.

Instructional Quality Assurance

Instructional Quality Assurance

Dale M. Herder, Van T. Gwynn, Deanna Hanieski, Peter Edmunds
Lansing Community College

The goals of this panel presentation/discussion are to provide members of the audience with a stronger commitment to measuring instructional quality on their own campuses, an understanding of our premises, logic and tools for measuring instructional quality at Lansing Community College, and answers to "how to" and other questions that may currently be barriers to their progress in measuring and assuring quality. The presentation will also provide us, the presenters, with an opportunity to share with others what it has taken us seven years to accomplish, and challenge us with questions that will send us back to the "drawing board" to make further improvements in our system. Most important of all, our presentation has the goal of stimulating thought, discussion, and action that might help us reestablish a more widespread level of educational quality in the United States.

The content of our presentation will include, among other things, our assumptions, our procedures and criteria for conducting program reviews and surveys of graduates, transferred students, and currently enrolled students, our tools for rewarding and promoting excellence and creativity, and discussion of our commitment to being methodical in measuring instructional quality. We will also look at the outcomes of our work, and, using our own data, attempt to answer the question, "Is our college effectively fulfilling its function in our society?"

Our presentation is based on the assumptions that (1) American education lacks the quality necessary for its graduates to be competitive in the new global economic and intellectual infrastructure, that (2) it will not get better until we adopt a new (yet old) standard, EXCELLENCE, and, that (3) the adoption of excellence as our standard for the future makes it necessary for us to establish clear strategic goals, baseline data against which we can lay a criterion-marked yardstick in order to measure progress, and to have the will and courage to measure and report our progress publicly. Research on Michigan by Harold Hodgkinson, national reports such as a A NATION AT RISK, state high school drop-out rates, basic skills test scores in states such as New Jersey, college admission test scores, and numerous articles written by educators, psychologists, economists, and business executives all support the assumptions of our presentation. Time is running out for the U.S.; we need to get serious right now about educational quality and how we, the educators, are to be held accountable for regaining it.

Our presentation is relevant to contemporary higher education in the U.S. for the most compelling of all reasons: Survival. What we are doing to measure instructional effectiveness at Lansing Community College is not an academic exercise. On the contrary, it is an attempt to do the absolutely necessary. It is an attempt to re-establish unimpeachable educational quality which must be accessible for all Americans - before we fall even further behind other nations, and eventually lose, as Thomas Jefferson warned, our freedom and democracy along the way.

I. Background - Why Seek and Attempt to Measure Instructional Quality?

Over the past several years Lansing Community College has increased its efforts to conduct data-based assessment of the quality of its courses and curricula. At the same time numerous studies have been made in both K-12 and post-secondary institutions pointing out the strengths and weaknesses of U.S. education. The most obvious weakness has been a significant decrease in the level of writing, reading, and computation skills. One national report indicated that the United States is a "Nation at Risk,"[1] that we have "unilaterally disarmed" ourselves in education, and that a foreign enemy could hardly be as effective in weakening our nation as we ourselves have been in reducing the quality and effectiveness of public education in this country.

Consistent with its Board of Trustees policies and the Michigan Community College Act of 1966 as amended, Lansing Community College has established and maintained overall quality and effectiveness for 32 years through a process of continuous review of the essentials of an effective learning environment - instruction, resources, and facilities.

Instructional quality has been assessed and maintained through such activities as:

- careful hiring of faculty, staff, and administrators
- divisional/departmental planning and review statements and self-studies
- College-wide committee reports and recommendations
- student and supervisor evaluations of faculty members
- supervisor evaluations of administrators and educational support personnel
- systemic College-wide course syllabus review
- North Central Association and other program-specific audits and accreditation visits
- external assessment of graduate competencies
- public statements of commitment to quality in the College Catalog and other public documents.

In the past several years we have placed renewed emphasis on quality and outcomes by adding quality assurance procedures consisting of computer-based course syllabi, division, department, and program reviews, and telephone surveys of students. These procedures are actively pursued, consistent with the College's 14 Strategic Goals. These 14 Strategic Goals, in turn, direct the College in achieving its mission as it is published annually in the College Catalog. It should be noted that the first major goal of the College has been:

> "To maintain continuous review and evaluation of the essentials of an effective learning environment - instruction, resources, and facilities - so that the learning programs have quality and relevance to the individual and community." [Lansing Community College Catalog, 1990, page 3.]

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[1] A Nation At Risk: The Imperative For Educational Reform, A report to the Nation and the Secretary of Education, United States Department of Education, by the National Commission on Excellence in Education. Washington, D.C., April 1983.

This clear and shared sense of direction is the product of State law, Board of Trustees policies, and reports from over 300 college employees who have served on College-wide committees such as:

- Strategic Planning
- Future of the Institution
- Open Admissions
- Student Evaluation of Instruction.

Lansing Community College seeks excellence because it should seek no less. And the United States now, like no other time in its history, needs excellence in education if it is to regain and maintain its former role as a leader in the world marketplace of ideas and human dreams that are to be achieved.

II. How Should We Measure Instructional Quality?

Professor John E. Roueche, Director of the Community College Leadership Program at the University of Texas at Austin, recently repeated a commonsense aphorism that is uncommon in higher education: "We have to inspect what we expect."

In our presentation we will highlight some of the ways we inspect what we expect. As stated earlier, the first of the 14 Strategic Goals for Lansing Community College is "to maintain and develop the highest standards of academic and curricular excellence in order to promote student success, recruitment, and retention."

The following tools are used to measure instructional quality at Lansing Community College:

1. External Accreditation/Review
2. Department/Program Reviews
3. Surveys of Graduates
4. Surveys of Enrolled Students
5. Surveys of Transfer Students
6. College-wide Course Syllabus System
7. Standardized Student Evaluation of Instruction

III. Criteria for Department/Program Reviews

The following criteria have been agreed upon by the President's Council and are used in conducting biennial visits by the Vice President for Administration and Quality Assurance to each program or department.

1. Purpose/Mission of Department clear and results-oriented
2. Course organization and management
3. External testing results
4. Accreditation data
5. Basic skills of entering students known
6. Advising and referrals to Department of Academic Enrichment Services being accomplished for students with deficient basic skills
7. Classroom visitation reports

8. Student evaluations of instruction
9. Administrative evaluations of instruction
10. Evaluation of administrators
11. Expenditure per credit hour trend (3 years)
12. Full- and part-time personnel trend (3 years)
13. Affirmative action efforts and progress
14. Space utilization (Division)

A written report to the President is prepared on a division-by-division basis after the visits are completed. These reports summarize areas of concern, areas of strength, areas of anticipated change, and noteworthy general comments for each department and program, based on the above criteria.

IV. Incentives and Rewards Promoting Excellence and Creativity

The following tools and incentives are supported by the College to promote excellence and creativity by instructional and service employees:

1. Annual Distinguished Faculty Award ($1,000.00 stipend)
2. Annual Distinguished Administrator Award ($1,000.00 stipend)
3. Annual Distinguished Staff Award ($1,000.00 stipend)
4. LCC Board of Trustees Awards for high-achieving students
5. President's Annual Honors Reception
6. Phi Theta Kappa National Honorary Fraternity
7. Sending selected and Distinguished Faculty and Administrator Award recipients to the National Institute for Staff and Organizational Development (NISOD) Conference on Excellence in Teaching at the University of Texas in Austin, Texas, each year
8. Recognition in media
9. Academic rank promotion
10. Professional Development Activities (approximately 2 percent of Colleges's operational budget, including travel, conferences, workshops, sabbaticals, and release time)
11. College-wide Course Syllabus System
12. Current College-wide Committees:
    a. Student Basic Skills Assessment
    b. Writing Across the Curriculum
    c. Critical Thinking
    d. Strategic Planning
13. External accreditation for the total College and various departments and programs
14. Strategic goals
15. Integrated Computerized Management Information System (ICMIS) containing educational data in seven computerized files and nearly 40 computerized systems.

V. Outcomes - Is Our College Effectively Fulfilling Its Role?

With all of these expectations, reviews, incentives and rewards for excellence in place, the question should be asked, "is the quality assurance system working?" Two points are worthy of special emphasis before we draw a conclusion:

1. The College has a clear, shared, and achievable mission.

The College's 14 strategic goals represent a College-wide consensus about where we are going and want to go as an Institution. They are drawn from employees and College-wide Committee reports. The goals are commonly shared and they are frequently disseminated, referred to, and posted visibly.

These strategic goals serve as the planning "umbrella" under which other goals and objectives are prepared. By using the College's shared 14 strategic goals, symmetry and consistency are achieved in planning, and as priorities are set, resources are marshalled, and outcomes are achieved. Decentralized innovation takes place quickly in response to clear and present needs, yet checks and balances ensure that the values and standards of the total College remain pre-eminent, and that the various units of the College do not diverge too far from the College's plan for achieving its mission.

The purpose and future direction of the College, and the way it has established and affirmed its purpose and direction, are highly consistent with the recent recommendations of the National Commission on the Future of Community Colleges in the United States (Building Communities: A Vision For a New Century, 1988). This report was supported by the American Association of Community and Junior Colleges, and the Commission was chaired by Ernest L. Boyer. The Commission requested and received Lansing Community College's Reports from Committee on the Future of the Institution to use as a reference when the National Commission organized its structure and procedures.

2. A methodical, logical, and data-based system is used to verify whether progress is being achieved in the quest for excellence.

The approach that is used to "inspect what we expect" is not haphazard or experimental. On the contrary, it is systems-oriented, trend-based, and under the supervision of one central office so important quality questions can be asked on a scheduled basis and whenever necessary. The program reviews and surveys which have been conducted, along with regular review of degrees and certificates, provides "hard" data as well as "impressionistic" assessments of the quality of Lansing Community College.

Together, this quantifiable and qualitative information comprises what we believed is a clear and simple demonstration of educational outcomes that citizens can understand and use to determine whether we are doing our job well for the tax dollars they are investing in our College.

If we ask our question again, "is the quality assurance system working," we can answer with a strong "yes". Although no system is perfect, the results of Lansing Community College's Comprehensive Quality Assurance System provide concrete evidence that our College is fulfilling its Constitutional, statutory and policy-based mission and functions at a high level of quality.

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Melding Quality and Effectiveness Initiatives: A Dialogue of Self and Soul

Melding Quality and Effectiveness Initiatives: A Dialogue of Self and Soul

Carol Adams Watson and Tucki Folkers
North Iowa Area Community College

Random House Unabridged Dictionary defines "effective" as "adequate to accomplish a purpose; producing the intended or expected result."

The same source defines "quality" as "a characteristic, property or attribute; character with respect to excellence, fineness, or accomplishment or attainment; distinction."

Since "quality" and "effectiveness" are abstract terms, they cannot be measured directly as single elements, but rather as the degree to which our students are able to perform after they leave us. To maintain our reputation for quality education, and at the same time show that we are in an effective institution requires an atmosphere that fosters cooperation and mutual respect. This atmosphere has long been established at NIACC.

Within this framework, NIACC faculty, administration, and Board members work together and individually to provide for the perceived needs of the students and the community we serve, thereby providing support and balance. Some of the reasons for the success of our cooperative strategy, such as a commitment to staff development and strategic planning, you can emulate; but some, such as our lack of collective bargaining, may be out of your control. We will concentrate on two major projects to illustrate shared responsibility for institutional effectiveness at NIACC: The Writer's Workbench and the creation of a division for Developmental Education.

But first some history. On April 17, 1916, at the parent-teacher association meeting at Mason City High School in Mason City, Iowa, Principal Hammitt proposed a plan to organize a public junior college in connection with the school system. The school board, faculty, and community embraced the idea. Some effectiveness measures of the bean-counting sort were built into the preliminary planning so when Mason City Junior College opened its doors with an enrollment of 28 students, it had acquired North Central Accreditation - the first public junior college in the state to be accredited.

The mission and goal of this new Junior College resembled those of other junior colleges of the era: to offer the first two years of a four-year program. From 1928 to 1948, the curriculum provided general education beyond high school for students who intended to transfer to a four-year institution and acquire a B.A. or a B.S. degree or for students who wished to take the first year of dentistry, nursing, or engineering. It also provided instruction for a two-year teaching degree. There was a slight attempt to respond to needs of the external environment (in 1940 MCJC cooperated with the Federal Defense Program to offer Civilian Pilot Training, teaching flight history, navigation, meteorology, and hours and hours of actual flight instruction).

But primarily, the Board, administration, and faculty agreed that the curriculum should be institution-centered; they as professionals held the correct consensus about what knowledge the students needed; there was little need to bolster public confidence in the outcomes of an MCJC education. Consensus, cooperation, and mutual respect defined the curriculum. The 1955 catalog defined MCJC's role in terms of the outcomes of its curriculum - and for the first time that outcome centered on the value added to the student. The college would provide:

> common knowledge, skills, and attitudes needed by each person to be effective as a person, member of a family, a worker, a citizen (1955 catalog).

There was still no real attempt on the part of faculty or administration to measure MCJC's effectiveness in terms of its role. But pressure was building in the Board.

When in the spring of 1959, the Mason City Board of Public Instruction directed that the College develop a division called the Area Technological School that was not to be college parallel, faculty and administration did not agree that this was a noble mission. Board pressure cracked campus consensus.

The cracks became fissures in 1965 when the Iowa legislature adopted Senate File 55 that provided for the establishment and operation of area community colleges; the administration was convinced that community college status was our future. North Iowa Area Community College District assumed the operation of Mason City Junior College in the spring of 1966, governed by a newly elected Board of Trustees. The faculty tucked its head under its wing and concentrated on maintaining quality teaching, adapting instructional techniques to meet the needs of the students. From the faculty perspective, little had changed but a worrisome downward trend in the basic skills of the incoming students. Faculty members were still comfortable with qualitative measurement of their effectiveness: anecdotal reports from students coming back to visit, faculty lounge conversations about student success or difficulty in subsequent courses. Faculty members knew the college offered quality curriculum but they didn't need to prove it to anyone. Dean Beem, who had been the academic administrator since 1947, didn't behave any differently at NIACC than he had at MCJC: hiring, mentoring, scolding faculty. And the Superintendent handled that community and vocational stuff.

But while faculty was paying no attention to the external environment, administration greatly misread it. In 1966, the Superintendent hired 37 new faculty members to accommodate the 1800 credit students anticipated for the fall of 1967 (college population was projected to be 10,000 students by 1990). In 1967, retrenchment eliminated 22 of those positions. Meanwhile, the Iowa legislature was busy flexing its muscle over the new area schools, setting highly intrusive administrative, academic, and physical plant standards, such as air-conditioning all classrooms. In 1968, NIACC (for the first time in 50 years) and 10 other Iowa community colleges lost NCA accreditation because of "excessive state control."

The state backed off; the Superintendent disappeared and by 1970 faculty and administration were ready to concentrate on quality with a more sensitive awareness of the need to assess the College's effectiveness continually and offer proof of it to the external environment.

From 1973 to 1981 administrative attention centered on building a new learning environment, moving from the scattered downtown locations to a self-contained campus on the east edge of Mason City. Meanwhile, the Humanities faculty, frustrated by the increasing number of underprepared students began meeting informally to talk about the "new students in higher education" and to formulate some recommendations.

In 1981 a new Superintendent, David Buettner, joined NIACC and introduced a self-study process for the NCA reaccreditation projected for 1983. Part of that self-study included review of mission and goals of the College. Three goals developed tied directly to institutional effectiveness: Maintain the pursuit of excellence as the guiding principle for staffing and programming; promote a college environment which instills pride and fosters a commitment to quality and purpose in all who come in contact with it; and achieve good stewardship of entrusted public resources. The focus of the administrative effort was documenting the effectiveness of NIACC to promote confidence for the NCA, for the legislature, for prospective students and their advisors, for receiving institutions, for the public, and for the faculty and staff at NIACC - so we have a flow of quantitative proof, something more concrete than our hunches that we continue to contribute to a quality institution.

But we don't want to diminish the importance of those hunches - those qualitative measurements of our effectiveness. An informal, very unscientific survey of some faculty members, mainly those who happened to be sitting at the same table at lunch on several occasions illustrates this. "What," they were asked, "makes NIACC a good place to teach?" "Cooperation," said one at once. "Everybody works together, from the Board on down. No one is out to get anyone else." A favorite crusty old marshmallow replied, "They let you alone so you can teach. Nobody is looking over your shoulder or telling you what to do." That sense of academic freedom was common. The word "commitment" also came up in the discussions frequently, and an even stronger term, a "moral obligation" to excellence. This moral obligation seemed to come in part from a sense of responsibility to maintain the excellence established by their predecessors.

One group agreed to this statement: NIACC is a good place to teach because the faculty is treated as professional adults, people who want to do well. Within this atmosphere of cooperation and trust, NIACC has developed a faculty unique among community colleges in Iowa. We have the highest average salary, because we probably have the highest average age. The saying goes, "Nobody ever leaves NIACC; they retire or die." Of our 83 full-time faculty, 13 have been there 25 years or more; another 20, for 20- 25 years, and 10 faculty from 15-20 years. In other words, 52 percent of our faculty members have been teaching at NIACC for 15 or more years, and almost two-thirds (63 percent) for 10 or more years. This certainly speaks to the satisfaction with the working conditions, and goes a long way to explain the sense of belonging and of ownership of the College reputation they so jealously guard.

Fulfilling the needs of the changing student population while maintaining that reputation has been of concern since the advent of NIACC. In the late seventies these concerns about student skills percolated to the surface. The Humanities faculty took the opportunity offered by a new Superintendent and formed an ad hoc committee in the fall of 1981 and initiated a movement to reintroduce entrance academic assessment (which had been dropped in 1970 for lack of funds - which translates to lack of administrative commitment, in my experience) and to develop curricula for developmental reading and writing courses. Dr. Buettner positively received the proposal and internalized the effort by incorporating the committee into the strategic planning process. The committee's initiative broadened into other disciplines and by 1983, basic skill competencies had been identified in reading, writing, and math, and the faculty and staff as a whole had viewed presentations of potential entrance assessment procedures in the January staff development week.

At this point, we were inadvertently following Bob McCabe's advice for institutional effectiveness: know what you want to accomplish, know how well you're doing it, and use the information to improve.

Dr. Buettner, encouraged by the Board and assisted by the Academic Vice President, wrote a proposal for a Title III Strengthening Grant in 1984 using the strategic planning objective, Better Basics, as a guide. Although NIACC was not overtly intentional about it at the time, the Title III plan was based on an outcomes model of institutional effectiveness.

Activity 2 of the Title III grant, received in October 1985, Recognizing and Remediating Academic Deficiencies, had four objectives that reflected Board, faculty, and administrative concerns: to recognize students with academic deficiencies, to provide support, to remediate those deficiencies, and to evaluate the program.

Dr. Buettner appointed a Developmental Education Coordinator and instructed her to perform the following tasks in collaboration with faculty and staff who were given release time to assist: to investigate the minimum skill competencies required prior to each entry level course; to formulate and implement an entrance assessment program for all first-time freshmen; to establish four developmental education courses; and to create computer tracking programs to evaluate the success of the program. In the January 1986 staff development period, John Rouche came to NIACC to provide perspective about the national developmental movement and to validate our efforts.

The Coordinator and Admissions Director designed a questionnaire for incoming students to capture potential predictors of success at NIACC including assessment scores, high school class rank, distance of commuting, number of hours worked, family support, and certainty about career goals. Computation of a multiple regression statistical program on this data confirmed that high school rank was the single most effective predictor of NIACC success, but that an amalgamation of all items including class rank, skills scores, and affective information predicted success more clearly than rank alone.

Faculty members advised that the Nelson-Denny E. reading test, the ASSET Test of Numerical Ability, and a holistic writing sample would match past institutional data and most accurately measure the academic needs of underprepared students. The new student input data was folded into data that the Registrar customarily assembled.

A cooperative effort set tentative cut-off scores based on the literature and on testing students who were already enrolled. These scores were used to recommend that students enroll in developmental courses. Faculty members of the Humanities and Natural Sciences Divisions volunteered to write and pilot teach the proposed developmental courses. As Martin Trow stated in "Underprepared Learners," we were committed to the theory that the very best mainstream, full-time experienced, voluntary faculty should teach developmental courses.

Developmental classes began in the summer of 1985 with Basic Math and by fall of 1986 were all in place: Basic Reading, Basic Writing, Basic Math, and College Orientation (a college survival course teaching study skills, goal setting and campus awareness). Fully certified faculty, housed in their own instructional divisions, taught the developmental classes but class schedules were coordinated by the Developmental Education Coordinator, Community Services Division.

The Coordinator and a released-time mathematics instructor conducted an inventory of the math, reading, and writing skills needed in all entry-level courses using text readability, and an inventory questionnaire to faculty members teaching those courses. The results were compiled into a booklet, "Skills for Success," that was distributed to counselors, advisors, division chairs, and high schools.

With an evaluation program based on the Evaluation Decision and Information Matrix developed by Hunter Boylan and Anita George (1988) we gathered data on four levels. Numerical data was collected at level one: students assessed, involved in courses, received support, courses offered. Level two evaluation, immediate outcomes, was both quantitative and qualitative: student self-reports, student grades within the courses (for instance, Basic Reading and Basic Math faculty use the California Achievement Test, Level 18 for pre- and posttest data), student grades in subsequent courses, and a limited comparison of students who did participate in developmental education to those who did not. The third level illustrated the middle to long-term outcomes with retention rates of the entire population of NIACC students and with the specific population of those students who had participated in developmental courses. The "serendipity level" recorded unexpected benefits of expanding the developmental opportunities. The attitude of Basic Math students towards math changed from negative to positive in most cases, for instance.

Using the results of this evaluation procedure we have made several improvements: adjusted the placement cut-off scores, increased the number and frequency of developmental classes, shifted the curriculum in math and reading. And we have kept some things the same: fully certificated faculty are still teaching in reading and writing. The cooperative strategy, faculty initiated, administrator implemented, and Board supported resulted in the creation of the division of Developmental Education in July 1989. This strategy has lead to other cooperative initiatives that have been of benefit to the entire institution. Regional Health Education Center is a cooperative entrepreneurial venture between the NIACC continuing education health division and St. Joseph Mercy Hospital, a private corporation. In order to eliminate duplication of health education programming in the area, increase quality offerings and facilitate delivery of classes in the region, NIACC and Mercy entered into an agreement in 1987. NIACC provides the administration and planning for the health programming in the NIACC\Mercy area and Mercy provides the personnel. Cooperation, mutual respect and willingness to allow professional educators to have the autonomy to carry out the mission of the College are hallmarks of this venture.

So, let's see what we've got so far. If the administration and Board "leave the faculty alone to teach," they are making certain assumptions about that faculty. They are assuming the faculty is committed to excellence, to quality teaching, and will behave responsibly if given the freedom to do so. They seem to accept that the faculty members feel an obligation to teach what the students need to know and will do whatever is necessary to keep themselves up-to-date in their fields.

The computer revolution at NIACC is a good example of this kind of self-imposed staff development, and it also illustrates the kind of flexibility of the leadership and cooperation among all parts of the College that make it a great place to work. Ten years ago, NIACC didn't have have any more computers than any other community college in the state. We perhaps saw them as looming on the horizon, but not as any particular threat or of concern to most of us. Those of us in the Humanities saw computers as something people in the business and math areas would be concerned with. Boy, were we in for a shock! And we got that shock by willingly grabbing the hot wire.

When David Buettner became President of NIACC in 1981, one of his first thrusts was to encourage various divisions to look for ways to use computers in every day class work. I don't think he had the composition classes in mind as one of the most logical areas. But in June of 1983, two NIACC composition instructors attended the Wyoming Conference on English and heard a presentation by researchers from Colorado State about a computer-aided editing system they were testing with their composition classes. The results of their research were quite promising, and immediately caught the attention of the NIACC instructors.

On July 1, 1983, that system, AT&T's Writer's Workbench, became available for licensing at other educational institutions. Shortly thereafter, the information about the system brought back from Wyoming ended upon David Buettner's desk, along with glowing reports of how it could free writing teachers from much of the drudgery of mechanics, while allowing them to concentrate on content. Buettner seemed to sense the opportunity not only for NIACC to offer this new tool for teaching writing to its students, but to be the first community college in the country to do so.

However, more than a few obstacles stood in the way of this educational innovation. The Writer's Workbench software would, of course, run only on AT&T equipment, so they thought, and required a UNIX operating system. NIACC's mainframe is Digital. But one of our people adapted a Eunice system to run the tapes. The first demonstration of the system on our campus was in January of 1984.

And then there was the faculty. When they arrived on campus for the start of the 1984 fall semester, some were greeted with, "We're going to do a pilot study with the computers and Writer's Workbench. Do you want to be part of it?" At that time, asking an English teacher if he wanted to be part of a computer study was roughly comparable to asking if he would like to have a student teacher who spoke only Chinese. Four teachers agreed to become part of the study.

Designed by our Vice President for Academic Affairs, the study was intended to replicate, as much as possible, the earlier study at Colorado State. Each of the four instructors had two classes in the study, an experimental group and a control group. Both groups wrote in-class papers at the beginning of the course from a list of topics provided. Then instruction, course requirements, and all other elements of the course were the same for both groups as much as possible except the experimental group learned to use the word processors and used Writer's Workbench to help edit their papers. Both groups also completed questionnaires throughout the course designed to elicit their attitude about writing, revising, and other elements of writing.

At the end of the project, all the students again wrote in-class papers on the same topic they had used before. All of these papers were read and scored holistically by trained readers at UNI, without being identified as pre- or post-, experimental, or control. These readers found no significant differences between the pre- and post- papers, or the experimental and control groups, which is consistent with such projects elsewhere.

All the papers were also typed into the computer, and a Writer's Workbench program, "Match Style" run on them. This program compares certain stylistic elements in the papers. These comparisons showed the students in the experimental groups had made significant progress in the number of words written, the percentage of content words, the readability grade levels of their writing, and had reduced the number of "to be" verb constructions. The combination of these scores can be interpreted to show that the students with access to Writer's Workbench wrote more, wrote at a more mature level, and wrote more clearly.

The most significant results, however, were not in the writing, but in the students' attitude toward writing. The experimental groups viewed the instructor more as a mentor guiding them through the writing process than as a corrector looking for mistakes. They saw a greater value in revision, and they indicated more enjoyment in writing.

The instructors involved in the project were equally enthusiastic about the use of the word processors and the Writer's Workbench for a variety of reasons we need not discuss here. One major advantage, however, was that the word processors seemed to be a natural accompaniment to the recent research about teaching writing through a process approach, which encourages many revisions and refinements impossible for a teacher to expect if the paper is to be retyped each time.

But our enthusiasm would have met a dead end rapidly if we had not had the cooperation of the administration and the Board. Our experimental groups, a total of about a hundred students, had shared six terminals connected to the mainframe with all the students in other, more specialized computer courses such as COBAL. This situation, of course, could not continue if we wanted more writing students to have access to the computers.

Therefore, in March of 1985, we presented the Board of Directors a request for 18 DECmate III computer terminals, three printers, and other equipment necessary to make word processing and the Writer's Workbench available to more of our students. The proposal, actually part of larger Contemporary Technologies proposal, was accepted, and the equipment was in place in our lab in time for summer school that June, making NIACC the first community college, so far as we know, where the Humanities Division had its own computers and the Writer's Workbench for use by the composition classes. Such rapid movement of a project certainly takes trust of the faculty judgment by the Board and a desire to provide that faculty with the equipment they feel is necessary to improve student outcomes.

The administration and Board proved indispensable allies again in the fall of 1988, when, shortly after the beginning of classes, our computer lab was at gridlock. The overworked terminals were constantly going on strike, and the Writer's Workbench tapes on the overworked mainframe were responding slowly or not at all. After the situation was explained to Dr. Buettner, he set the wheels in motion that resulted in an updated computer lab with AT&T 3B2 computers, additional terminals, and a revised version of Writer's Workbench for the beginning of the second semester in January of 1989. The Writer's Workbench project led to not only an instant computer lab, but, like the proverbial stone dropped in the pond, had a ripple effect we could not have dreamed of in the spring of 1985, just five years ago. It led us to reevaluate and experiment with how we teach writing; to become more demanding teachers who could turn out more competent writers; to develop the basic writing using word processors, and, for some of us, to change in teaching behavior.

We are becoming more curious, and therefore more knowledgeable, about what is going on in our profession. We are attending more conferences, and becoming part of the dialog in our discipline through conference presentations.

And we continue to pursue an administrative policy to encourage personal and institutional growth through staff development. Week-long, campus-wide staff development in January, August, and May allow speakers of national repute to work with faculty and staff members. We support self-initiated faculty projects and exploration as well; a new graduate research policy awards financial and clerical support for projects that will have value to the institution. A recent result of such support is a dissertation, "A study of the effect of the community college on transfer students: Achievement and satisfaction," a study which follows NIACC students who attended from 1981 to 1983 and measures their satisfaction in terms of their time spent at NIACC. The Board of Directors is itself deeply involved in quality assurance at NIACC. At their yearly retreat, an outside consultant provides direction for the Board to evaluate their own effectiveness. As we prepare for the upcoming North Central Accreditation visit, the Board is reviewing and revising the mission statement and goals, those important policy statements against which all other evaluations will take place.

And the College President is subject to their special scrutiny. As Board President Joyce Hanes put it, "The quality of the Superintendent is our special responsibility. He is evaluated annually by different Board members, using a variety of methods."

Currently, we continue to support the developmental education and Writer's Workbench initiatives but we also support more varied and less dramatic measures of our institutional effectiveness. The accounting faculty personally track the success of accounting graduates following them through their transfer institutions and reporting to the College when they pass CPA exams. The Director of Residence Halls compiles quality points/grade points each semester floor by floor and awards a pizza party to the floor earning the highest GPA. The nursing division is participating in the National Comprehensive Nursing Examination program, a national pretest/posttest program to prove value added although the 95 percent pass rate of ADN graduates on the Nursing Board exams had already proven that to us. Continuing Education used cost per contact hour as an effectiveness measure for FY90. Students complete the ETS's Student Instructional Report of instructors and teaching. Results are shared with individual faculty, and plans are being made to compile those results into an institution-wide measurement. We continue to collect student input data and student output data. The mean GPAs for NIACC transfer students were higher than the GPAs of other Iowa community college transfers in four of the five UI colleges,according to an April 1990 release. NIACC transfer student GPAs in those five colleges were higher than those of all transfers from Iowa private junior colleges according to University of Iowa data.

Sharing responsibility for measuring outcomes results in a portfolio of assessment rather than a uniform, tidy package of consistently gathered and formatted data. We encourage measurement of quality to burble up from the faculty and staff rather than be imposed by the administration or Board. As President Buettner stated, "Local ownership is messy but essential."

We not only feel shared responsibility for the success of students but also for our internal working relationships. The faculty, administration, and Board have developed such a mature working relationship that NIACC is the only community college in Iowa that has not gone to collective bargaining. No one has even ever called for a vote on the issue. Our local faculty organization, North Iowa Area College Educators Association (NIACEA), has held formal "negotiations" with the administration for as long as anybody can remember. These discussions, however, follow a set of precedents worked out by the NIACEA Salary and Welfare Committee and administration representatives through the years rather than prescribed by a state board, as they would be under collective bargaining. We have an agreement in place of a contract, with modifications accepted formally by both faculty and Board every year that covers working conditions; benefits, including leaves and retirement benefits; and, of course, salary. How the monies negotiated for raises are distributed is up to the Salary and Welfare Committee, with the concurrence of the administration.

This system has worked so well that in recent years the other employees at NIACC have developed their own groups. These are the "Category S," or salaried, professional, nonteaching employees, and "Category H," or hourly employees. Representatives of these groups also hold discussions with administration about issues of concern and salary. Usually, changes in benefits initiated by faculty are also extended to the other groups, a thought constantly in the minds of the faculty negotiators. Some benefits, such as reimbursement for completed course work, have been used extensively by these groups. This method for bringing common concerns of employees to administrative attention serves to foster the sense of respect for each person throughout the institution, and a sense of loyalty from the employees.

But to continue quality you have to hire quality and not overload the quality you have. Our broad-based hiring procedure, involving faculty and staff members from the beginning of the process during which essential characteristics of the position are identified, applications are rated singly and collaboratively in an objective manner, references are checked, and questions are preformulated and consistently asked should guarantee NIACC another 70 years of institutional effectiveness.

And we are planning for the future. The self-study process has begun for our reaccreditation visit in 1993. Dr. Buettner has revised the format for his annual report to the Board, hoping that the data there presented will be a template for a more uniform reporting of data across the campus. Trend data will be incorporated as timelines extend.

As it says in the Annual Report, 1988-1989, "The College is future oriented. It sees strategic quality management as its charge. The pursuit of quality is a high priority driven even higher by internal and external expectations. . . by a mindset that what is good enough for today may not be good enough tomorrow. Every person in the College organization should understand what quality means and what his/her individual role is in making quality improvements happen. We believe that they do, Board members, support staff, student leaders, faculty, and administrators alike."

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Process to Product: Dallas County's Approach to Development of Strategic Goals and Measures of Effectiveness

Process to Product: Dallas County's Approach to Development of Strategic Goals and Measures of Effectiveness

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Dallas County Community College

PLANNING AND EVALUATION PROCESS

Since its beginning, the Dallas County Community College District (DCCCD) has engaged in repeated planning exercises which have evolved with the management style of the Chancellor. During its earliest years planning was highly centralized with the Chancellor, Board, and a small number of key staff members; the focus was on building the seven campus system.

With the completion of all the originally planned campuses and transition to a second Chancellor, planning become more participative and the focus changed from bricks and mortar to resources, processes, and results. During this era the DCCCD asked and was granted permission to use its planning program as a nontraditional approach to self-study for reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS).

The DCCCD's self-study concentrated on results--were we doing what we had said we were going to do in our goals and objectives. In retrospect it presaged SAC'S criteria on institutional effectiveness in that it was designed (1) to give systematic, explicit, and documented comparisons of performance to purpose; and (2) to facilitate routine rather than episodic treatment of identified needs for improvement. It was highly participative. With use over an extended period of time it was increasingly described by users as needing to be more flexible, relevant, simple, and responsive. SACS' main suggestion was that it (the system for planning and evaluation) should be better integrated with budgeting.

When a new Chancellor assumed office in 1987, one of his priorities was to provide the leadership for initiating and sustaining planning and evaluation efforts that would extend beyond the bounds of the traditional period of self-study. The planning style remained participative and focused on installing a system for assessing institutional effectiveness. The new Chancellor's aims meshed perfectly with those of the District and SACS.

Two important actions were taken to underpin the new system for planning and evaluation. The first was begun in mid-1987 and the second was accomplished about 18 months later. First, and as SACS has suggested be done, procedures were put in place to enable consistent and systematic recording and reporting of data with what has come to be called the "Executive Database." This was done with extensive assistance from a consulting firm, and the product has now been turned over to the District's Research Office for maintenance and management.

The second critical action was to merge two executive level cabinets into one and schedule weekly Monday morning meetings. This "new" cabinet became the planning team. It includes the Chancellor, the two Vice-Chancellors, the Assistant Chancellor, the seven Presidents, and the Provost. Developments that are pertinent to planning and evaluation can now be routinely reviewed on a weekly basis, if needed, without having to schedule separate meetings.

There is a third factor also at work helping the DCCCD live out the dynamic and interactive nature of planning and evaluation in ways not possible before--the electronic mail and filing systems. With the electronic mail and files it is possible to keep everyone updated without the time and expense of printed materials that are often outdated before they are distributed. Electronic technology may help make planning and evaluation more flexible, simple, and responsive--traits advocated by both the staff and SACS. For this reason the DCCCD has chosen, for now, to publish its "Statement of Purpose" for internal and external distribution, and, to maintain its goals (or working paper) electronically. These procedures are in keeping with SACS' observation

> "that successful planning and evaluation systems require updating, refining, and adjusting, so that repeated efforts represent successive approximations to the 'ideal' system for a particular institution."

When the new system for planning and evaluation was created, the DCCCD decided early on to split its planning and evaluation efforts into two separate guides. This was done to assure that the system fully addressed the institutions internal and external needs for assessing institutional effectiveness and educational outcomes. The planning program includes six major components:

Statement of Purpose
District Goals
District Master Plans
Operational Unit Plans
Work Group Plans
Individual Action/Emphasis Plans

The Statement of Purpose is a discussion of the core values of the DCCCD. It defines the role, scope, and ultimate mission of the District and it sets the framework and tone for all plans. The District Goals are statements of major District-wide priorities. Supporting the purpose and District goals are a number of master plans for major areas such as educational computing, information technology, facilities, and so forth. These are central office plans with District-wide impact. Finally there are location plans at the seven colleges and the Priest Institute. These are primarily operational and are developed and managed by the chief executive officer at each location. These plans include work group plans developed by areas and divisions. Each employee is required to develop and annual individual action or emphasis plan which reflects the individuals's responsibilities for the work group plans.

The DCCCD evaluation program is divided into seven major areas:

Institutional Performance
Achievement of Plans
Educational Program Outcomes
Assessment of Major Functions
Internal Financial/Management Audits
External Financial/Management Audits
Employee Performance

Institutional performance is evaluated by systematically monitoring a number of pre-selected key indicators that address a specific area designated by the staff as essential to the success of the District. Progress on plan achievement is monitored quarterly and annually. Annual results are cycled back through the planning process through a document titled Guideposts for Planning. The educational program outcomes effort is described later in this document. Assessment of major functions is accomplished through two activities: 1) a fifth-year survey of effectiveness, and 2) a tenth-year self-study. Internal and external audits, and employee performance are routine processes that have been conducted by the DCCCD since its inception.

Strategic Goals

Using this new planning and evaluation system, over the past several months the Chancellor's Cabinet has engaged in tedious, consensus-seeking discussions about the directions in which the District ought to be pointing itself for the next decade. Both trustees and staff were kept informed about what was emerging as the most urgent of issues. After months of deliberation, nine strategic goals with specific measures and targets were adopted. The unifying principle of all the goals is that they contribute to student success. This contribution is the criterion for each of the goals chosen, for the development of objectives, and for the evaluation of results. Improving student success has required a renewed emphasis on teaching and learning and on assuring program effectiveness. The goals focus on:

1. Identification of Educational Outcomes
2. Supporting At-Risk Students
3. Increasing Student Participation Rates
4. Increasing Minority Staffing
5. Developing Faculty and Staff
6. Increasing Minority Student Enrollment
7. Reducing Administrative Costs
8. Increasing Economic Development Efforts
9. Identification of Facilities Needs

Although not all goals will have the same impact on all areas of the District, the plan has been developed as an integrated whole. All goals are interrelated with and dependent upon other goals. Thus future changes in a given goal will likely trigger changes in other goals.

Budget and evaluation incentives have been put in place to ensure the accomplishment of the District goals. The budget review process was changed to include budget hearings that concentrate on programs and funds allocated to accomplishment of the nine goals. A program award fund of $1.5 million dollars has been established to recognize progress in directing operational budgets toward the achievement of the goals. Each member of the Chancellor's Cabinet will be evaluated through the District's regular merit evaluation program on his or her unit's progress toward achieving the goals.

The following section will focus on the processes used to achieve Strategic Goal #1 -- Identification of Education Outcomes.

EDUCATIONAL OUTCOMES

As the Chancellor's Cabinet of the DCCCD struggled to set priorities, the ability to measure the success of students became of prime importance. Dallas, as is the case with most community colleges, serves a diverse student body who come with varied goals. Yet the general public and certainly legislators seem interested primarily in the fact that a relatively small percentage of students graduate (about 8 percent). Realizing that a better way to measure and document student success was needed to identify and measure educational outcomes, Strategic Goal #1 in the DCCCD's Planning Process emerged. It was apparent that outcome measures were needed to document student success in two different ways; (1) a system to track aggregate behavior (success) of students by type; and (2) by program areas (e.g. continuing education, academic-transfer, technical-occupational, developmental studies, and student development services).

Student Typology

In order to gather data around specific types of students and track their behavior to determine success, The District Director of Research and one of the DCCCD College Presidents co-chaired a committee to develop a plan. The committee was composed of faculty and administrators from throughout the college district.

The committee initially decided that the student typology needed to fulfill a number of conditions:

1) It should be based on data, not on "notions" of what student behavior should be;
2) It should be value neutral, i.e. should not imply any kind of value judgments;
3) It should be manageable;
4) It should make intuitive sense, i.e. not appear unrealistic or frivolous to deliverers of services to students;
5) It should suggest indicators of success for each identified type of student; and
6) It must allow that students can be assigned to a "type" as early as possible in their collegiate career. This is important so that special interventions can be incorporated into college planning for certain student types in order to improve success.

In order to gather some initial data to determine what variables had the greatest impact on student outcomes, a retrospective longitudinal study of 13,000-odd people who entered the DCCCD in Fall 1986 was conducted. These students' academic records from Fall 1986 to Fall 1988, inclusive, were frozen and analyzed.

The committee decided to initially look at persistence through the educational process as the major variable in analyzing the cohort data. Through analysis some common beliefs about DCCCD students were debunked. Variables such as income, gender, ethnicity, and whether or not they graduated from the Dallas School District as opposed to more affluent suburban school districts were found to have no significant correlation with persistence.

Then the committee looked at persistence with respect to initial course load, whether or not students were registered for developmental courses in decided that the traditional distinction between full- and part-time students did not fully allow for subtleties of distinction among course loads. Rather, they chose a tripartite division of these courses; and four or more courses. The distribution among these course load types is summarized in Figure 1.

DCCCD 1986 COHORT INITIAL COURSE LOAD

	Number	Percent
1 Course	4,150	32
2-3 Courses	4,911	38
4+ Courses	4,006	31
Total	13,067	101

Fig. 1

When persistence was plotted with respect to course load and developmental and technical-occupational status, interesting patterns emerged. (See Figure 2.)

PERCENTAGE OF ORIGINAL 1986 COHORT
REGISTERED IN SUBSEQUENT SEMESTERS

	Fal86	Spr87	Fal87	Spr88	Fal88
Course Load = 1					
Taking tech-occ	100	29.4	18.1	13.0	10.8
Not taking t-o	100	35.6	21.0	16.8	14.0
Taking developmental	100	42.2	24.4	22.9	15.9
Not taking developmental	100	32.0	19.3	14.4	12.3
Course Load = 2-3					
Taking tech-occ	100	50.8	31.0	24.5	18.1
Not taking t-o	100	56.3	37.9	31.1	24.5
Taking developmental	100	56.3	37.8	30.8	24.8
Not taking developmental	100	52.9	33.7	27.1	20.5
Course Load = 4+					
Taking Tech-occ	100	71.6	47.8	38.9	26.7
Not taking t-o	100	75.7	51.5	43.7	28.5
Taking developmental	100	76.0	52.7	44.3	31.2
Not taking developmental	100	72.4	47.8	39.7	24.9

Fig. 2

For example, students enrolled in a developmental course their initial semester persisted at a higher rate than those who were not regardless of the course load. Students who did not enroll in a technical-occupational course persisted at higher rates than those who did.

The most interesting revelation was the clear relationship between initial course-taking load and persistence. It became quite clear to the Typology Committee that course load definitely needed to be a variable in the typology.

The committee early on agreed that a key part of the typology should be a student's stated intention since student success is often defined as achievement of goals. Like many college districts, the DCCCD did not have a systematic way of capturing student goals/intention data. An advisement process dubbed CASES (Computerized Analysis System for Educational Success) was incorporated into the registration process in Fall 1989. With this system, current student goal/intention data became available.

Figure 3 summarizes the Fall 1989 DCCCD cohort by student intention. The Typology Committee decided to collapse seven categories into four to make the model more manageable.

DCCCD 1989 COHORT STUDENT INTENTION (COLLAPSED CATEGORIES)

	Number	Percent
Degree/Cert./Trans.	6,216	48.9
Job related	1,012	8.0
Personal	43	0.3
Unsure/Unknown	5,441	42.8
Total	12,712	100.0

Fig. 3

It was decided to construct the initial typology out of two key variables: initial course load and stated intention. The model in essence then yields twelve types. Figure 4 summarizes distribution of the Fall 1989 cohort by type.

DCCCD TYPOLOGY DISTRIBUTION
FALL 1989 COHORT

	Number	Percent
One Course		
Cert./Trans/Degree	1,093	8.6
Job related	521	4.1
Personal Interest	25	0.2
Unsure/Unknown	2,142	16.9
Two-Three Courses		
Cert./Trans/Degree	2,177	16.7
Job related	343	2.7
Personal Interest	13	0.1
Unsure/Unknown	1,920	15.1
Four+ Courses		
Cert./Trans/Degree	2,924	23.0
Job related	127	1.0
Personal Interest	13	0.1
Unsure/Unknown	1,475	11.6
TOTAL	12,712	100.0

Fig. 4

The next challenge for the Typology Committee was to define success criteria for each type. It was decided that our success criteria would apply not to the behavior of individual students but to aggregates of them. The purpose of the typology was to judge the institution with respect to its success with each type of student -- not to judge students.

Figures 5-7 indicate the success criteria defined for each type. The "Target Range" column is the first step for each college to affix goals for improving student success after one year. These targets, as well as the methodology for determining them, will be subject to continual refinement as new data become available.

DCCCD STUDENT SUCCESS CRITERIA AND TYPE BEHAVIOR

FALL 1989 COHORT

COURSE LOAD = 1 COURSE

		TARGET	
TYPE	SUCCESS INDICATORS	ACTUAL	RANGE
Cert/Trans/Degree	Completion of course with C or better	63.7	66.9-70.1
	Percent of students receiving W	18.2	18.0-17.5
	Persistence to next long semester	38.6	40.5-42.5
Job Related	Completion of course with C or better	61.5	64.6-67.7
	Percent of students receiving W	15.7	15.5-15.1
	Persistence to next long semester	18.6	19.5-20.5
Personal Interest	Completion of course with C or better	47.4	49.8-52.1
	Percent of students receiving W	42.1	40.0-37.9
	Met perceived needs	80.0	84.0-88.0
Unsure/Unknown	Completion of course with C or better	65.8	69.1-72.4
	Percent of students receiving W	17.0	16.8-16.3
	Persistence to next long semester	27.2	28.6-29.9
	Clarification of goals of returnees	54.8	57.5-60.3

* Indicates estimate based on extrapolations from known data.

Fig. 5

DCCCD STUDENT SUCCESS CRITERIA AND TYPE BEHAVIOR

FALL 1989 COHORT

COURSE LOAD = 2-3 COURSES

TYPE	SUCCESS INDICATORS	ACTUAL	TARGET RANGE
Cert/Trans/Degree	Completion of courses with C or better	43.6	45.8-48.0
	Percent of students receiving W	32.8	32.4-31.5
	Persistence to next long semester	49.5	52.0-54.5
	Transfer or completion of degree/ certificate within 5 years	15.0*	15.8-16.5*
Job Related	Completion of courses with C or better	56.2	59.0-61.8
	Percent of students receiving W	22.5	22.2-21.6
	Persistence to next long semester	44.7	46.9-49.2
	Movement to degree/certificate track	24.6	25.8-27.1
	Met needs of employers	80.0*	84.0-88.0*
Personal Interest	Completion of courses with C or better	35.7	37.5-39.3
	Percent of students receiving W	42.9	40.8-38.6
	Met perceived needs	80.0*	84.0-88.0*
Unsure/Unknown	Completion of courses with C or better	52.2	54.8-57.4
	Percent of students receiving W	27.4	27.1-26.3
	Persistence to next long semester	57.1	60.0-62.8
	Clarification of goals of returnees	65.9	69.2-72.5

* Indicates estimate based on extrapolations form known data.

Fig. 6

DCCCD STUDENT SUCCESS CRITERIA AND TYPE BEHAVIOR

FALL 1989 COHORT

COURSE LOAD = 4+ COURSES

TYPE	SUCCESS INDICATORS	ACTUAL	TARGET RANGE
Cert/Trans/Degree	Completion of courses with C or better	34.7	36.4-38.2
	Percent of students receiving W	45.4	43.1-40.9
	Persistence to next long semester	74.6	75.5-77.6
	Transfer of completion of degree/ certificate within 3 years	25.0*	26.8-27.5*
Job Related	Completion of courses with C or better	56.0	58.8-61.6
	Percent of students receiving W	28.8	28.5-27.6
	Persistence to next 19ong semester	76.0	76.9-79.0
	Movement to degree/certificate track	48.9	51.3-53.8
	Completer within 2 years	60.0*	63.0-66.0
Personal Interest	Completion of courses with C or better	60.0	63.0-66.0
	Percent of students receiving W	20.0	19.8-19.2
	Persistence to next long semester	60.0	63.0-66.0
	Met perceived needs	80.0*	84.0-88.0*
Unsure/Unknown	Completion of courses with C or better	41.9	44.0-46.1
	Percent of students receiving W	39.8	37.8-35.8
	Persistence to next long semester	75.0	75.9-78.0
	Clarification of goals of returnees	73.6	74.5-76.5

* Indicates estimate based on extrapolations from known data.

Fig. 7

This model represents an attempt to come to terms with the diversity of needs and abilities of community college students. As such, it seeks to define what a community college expects of itself with respect to its students.

Educational Program Outcomes

As stated earlier, the Chancellor's Cabinet felt a need to look at student outcomes from two perspectives. First, with aggregate data on types of students as previously outlined, and secondly, with data and evidence to support achievement of specific goals of the educational programs.

The commitment to develop a model to assess educational program outcomes began with the selection of a full-time professional staff member in July 1989 to serve for a year as the Director of the project under the auspices of the office of the Vice Chancellor of Educational Affairs. In September, 1989 the Chancellor's Cabinet was informed that the model to be developed would be designed to gauge quality in the district's educational programs and would be in keeping with the Institutional Effectiveness criteria of the Southern Association of Colleges and Schools. They were also assured that this model would become an important part of the DCCCD's planning and evaluation process.

In October, 1989 a committee was appointed to develop an Educational Program Outcomes model. The committee was co-chaired by the full-time professional assigned to this project and a faculty member from one of the colleges. The committee included faculty and staff from each area of educational operations and from each institutional location. This 13 member committee was given the charge to recommend a process for the identification of outcomes measures that would address the effectiveness of educational programs and assessment methods to document identified outcomes. These recommendations were to be submitted to the Chancellor's Cabinet by March 15, 1990.

The first task for the committee members was to familiarize themselves with the subject of assessment of educational outcomes by reading as much background material as possible in a short span of time. The committee also agreed at its first meeting to spend a few sessions to determine what was already in place in the District in the area of outcomes assessment so as to avoid any undue repetitive effort.

In its early meetings the committee received valuable information concerning the DCCCD's Common Learning program, a Competency-Based Educational Curriculum Development model being proposed, a student advising system, and educational research operations. The committee also held sessions with a representative from ACT and with Dr. Peter Ewell of the National Center for Higher Education Management Systems.

During this information process, the committee, operating under timeline pressures, divided into five sub-committees corresponding to the five areas of educational operations (Continuing Education, Developmental Studies, Technical-Occupations, Student Development, and Academic-Transfer). Each sub-committee was to develop an outcomes assessment proposal for its area.

Each of these sub-committees developed an initial proposal and then sought reaction and suggestions from faculty and staff in various forms. The continuing education group scheduled meetings with the Continuing Education deans from each campus who then solicited input from their faculty. The developmental studies sub-committee met with the District curriculum discipline committees, composed of a faculty member from each campus, in the areas of developmental math, writing, and reading. The student development services group met with one counselor and one representative from each of the student services areas (e.g. financial aid, counseling, registrar). The technical-occupational sub-committee met with the technical-occupational deans and a representative faculty member from each campus. The academic-transfer sub-committee held open forums on each campus for all academic faculty.

Reactions to these initial proposals were quite varied, but most were favorably received with several suggestions for improvement. The area that generated the greatest faculty response and the most criticism was the proposal for academic-transfer programs. The faculty in this area were, for the most part, senior instructors with a healthy skepticism toward new

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proposals. This faculty concern resulted in the academic-transfer subcommittee revising significantly its initial proposal. Additional faculty involvement in the developmental process was provided through the Faculty Council, a group composed of the elected Faculty Association presidents from each campus. In addition to the Faculty Council, an advisory committee composed of several college presidents was established to assist the committee in responding to faculty concerns while maintaining the committee to its original charge.

After responding in all areas to suggestions for improvement, the subcommittees submitted their final proposals to the full committee for approval. The committee's proposal was then finalized in May 1990 after the initial deadline had been waived by the Vice-Chancellor. On June 4, 1990 the Chancellor's Cabinet approved four parts of the Educational Program Outcomes Report. It was agreed that the Committee will go back to the colleges early in the Fall 1990 semester to solicit additional faculty input of the Academic-Transfer Program Outcomes before that part is presented for approval.

College presidents must now integrate the outcome measures into their Operational Plans and set specific targets for each of the goals.

Following is a list of goals for each program area. The complete report contains specific measures and methods for each of these goals.

ACADEMIC-TRANSFER PROGRAM

1. Students completing the core courses required for an Associate Degree will possess effective writing skills, oral communication skills, and basic mathematical computation skills.

2. Students who transfer to colleges/universities will do as well as, or better than, native students at the universities.

3. Students who transfer to senior college/universities after completion of at least 15 semester hours of academic-transfer course work will express satisfaction with their transfer preparation.

4. All academic-transfer courses which apply toward graduation as a core or distribution requirement will have established course objectives and evaluation processes appropriate for measurement of student achievement of those objectives.

TECHNICAL-OCCUPATIONAL PROGRAMS

1. Competency-based technical-occupational programs will reflect current technology and training required by business and industry.
2. Technical-occupational programs will adequately prepare students for employment in the field for which they were trained.

DEVELOPMENTAL STUDIES

1. All developmental courses will have established course objectives and evaluation processes appropriate for measurement of student achievement of those objectives.

2. Students who successfully complete the appropriate remedial courses and a developmental sequence will subsequently pass the corresponding portion (reading, writing, or math) of the TASP test when they test (or retest).

3. Students successfully completing the highest level course in the developmental areas (DM 093, DR 091, DW 091) will succeed in subsequent college-level courses as well as students who did not enroll in developmental course work.

CONTINUING EDUCATION

1. Students completing continuing education courses will state that their goals were met by the courses.

2. Students completing continuing education programs (series of courses with a cumulative objective) will be able to effectively demonstrate achievement of major learning outcomes.

STUDENT DEVELOPMENT SERVICES

1. Student development functional areas will meet or exceed agreed-upon student development standards prepared by the student development councils of the DCCCD.

The process of developing a useful and meaningful educational program outcomes assessment model in a multi-campus district with a senior faculty required considerable effort at consensus building. In such an environment, sensitivity to faculty concerns was of paramount importance since any educational program, to be successful, must have dedicated faculty support. This effort dictated a willingness to listen and to accept faculty suggestions for improvement in an open and honest setting. Assurances had to be given guaranteeing a continuing faculty role in the assessment process. These assurances helped to assuage most of the major reservations held by the faculty about the original proposals. In addition, faculty had to be shown the benefits of the proposal to students and the institution.

Through an effective assessment program, faculty could demonstrate the quality of the educational operations of the district. Faculty could be given much deserved accolades for a job well done as well as useful information to help improve their already exemplary efforts. Faculty also needed to be shown how a successful assessment program could strengthen the DCCCD's reputation with prospective students, area universities, and local political figures as a place for high-caliber educational offerings. This enhancement of reputation could be a very beneficial tool in recruitment as well as provide political leverage for increased funding.

In order for this effort to be successful faculty also had to be assured that there were no hidden agendas in the proposal. There were genuine concerns expressed about the use of an assessment program to alter the faculty imperative that there be no link between the assessment program and faculty contracts and compensation. Having the assessment program be one that would be faculty-based in its implementation and utilization helped to alleviate those concerns. The administrative role, especially in the transfer area, would have to be kept at a minimum. The information gathered from the assessment effort will need to be provided to faculty for their use in their respective areas. Although all fears, especially those of paranoia of times found in a higher education environment, could not be alleviated prior to the actual implementation of the program, extensive efforts at faculty involvement at every step of the proposal's development did a great deal to lessen those fears. A willingness to listen and respond in a positive manner was the most useful tool in dealing with faculty concerns.

Institutional Effectiveness Improved through Meeting Accreditation Criteria and Performance Funding Standards

Institutional Effectiveness Improved Through Meeting Accreditation Criteria and Performance Funding Standards

By: Karen A. Bowyer, President
Dyersburg State Community College

Dyersburg State Community College is a more effective institution because of the efforts of the faculty and staff to meet the accreditation criteria of the Commission on Colleges of the Southern Association of Colleges and Schools.

I will focus on Section III of the Criteria which addresses Institutional Effectiveness. The following five criteria are in this section.

1. The institution must establish adequate procedures for planning and evaluation.
2. The institution must define its expected educational results and describe how the achievement of these results will be ascertained.
3. Institutions with public service missions must develop and implement appropriate procedures for evaluating their effectiveness in these areas.
4. Institutions must engage in continuous study, analysis and appraisal of their purpose, policies, procedures and programs.
5. Institutions regularly must evaluate their institutional research function.

Our basic approach to planning and evaluation has four parts: (1) the development of a mission statement, (2)formulation of institutional goals and objectives, (3) development of procedures for evaluating the extent to which the goals and objectives are being achieved, and (4) the use of evaluation results to improve institutional effectiveness.

Expected educational results and a description of how the achievement of these results will be ascertained is a part of each course outline. These outcomes are used to revise and improve the course for the next term.

The appraisal process is continuing and dynamic. Mission statements need to be reviewed on an annual basis. Goals and objectives should be linked to the budget each year. At Dyersburg State action plans are formulated by each department to support the institutional goals.

Faculty and staff at Dyersburg State are asked to evaluate the institutional research function every two years. It is important for institutional research to provide good information about students and graduates.

For the past ten years Dyersburg State has received performance funding amounting to 2-5 percent of the educational and general budget. Last year this amounted to approximately $140,000.

The standards by which we are judged are listed below:

1. Program Accreditation
2. Major Field Evaluation
3. General Education Outcomes
4. Alumni Satisfaction and Retention Surveys
5. Planning for Instructional Program Improvement
6. Pilot Testing

The following are examples of the ways that Dyersburg State Community College meets the Performance Funding Standards.

1. **Program Accreditation.** The Associate Degree Nursing Program is accredited by the National League of Nursing. It is the only accreditable program at the college.

2. **Major Field Evaluation.** Business (management, marketing, office systems, banking and data processing) majors are assessed using a test cooperatively developed by Tennessee's public two year colleges. Manufacturing Systems Technology majors and Criminal Justice majors are evaluated using instruments developed locally by institutional faculty. The licensure examination (NCLEX) is used to assess the nursing students.

   The major field evaluation also includes student placement rates. Funding is lost if placement rates are below 75 percent in any program.

3. **General Education.** Dyersburg State has used the state mandated ACT COMP Objective Test for the past eight years to assess the proficiency of graduating sophomores on a measure of general education outcomes. Each year an item analysis of the COMP tests is reviewed with faculty to find ways to improve scores. It was determined last year that critical reading/thinking activities in any class would help and that helping our students deal constructively with social institutions, both bureaucratic and volunteer, would also be of benefit. The results this year seem to indicate that relatively more attention needs to be given to understanding the arts.

   The general education assessment presents special challenges to our institution. From even a cursory review of the COMP one realizes that doing well on the COMP means one can function well as a citizen. There are six subscores of the COMP: Functioning in Social Institutions, Using Science and Technology, Using the Arts, Communicating, Solving Problems, and Clarifying Values. The COMP is a measure of the ability of the student to apply general education knowledge to adult life situations. Majors in any field can perform well on the COMP if the curriculum is adequate.

Although we do exempt some students from taking the COMP each year, we do require ninety percent of those who have declared an intent to graduate to participate in the assessment. Motivating students to do their best is a real challenge. Students who have declared an intent to graduate are required to take the COMP, but no score is required for graduation. We have tried a number of different methods of improving performance: (1) using the presence of the institution's president to underscore its importance; (2) giving students their graduation present from the institution before the examination was administered; (3) thoroughly explaining the purpose of the assessment again prior to its administration; (4) providing soft drinks, coffee, and doughnuts at the time of administration; (5) profusely expressing our appreciation to the students; (6) using the fact that institutional performance is legislatively reviewed to appeal to institutional pride: (7) cooking hamburgers for students after the test; and (8) offering cash awards for high scores. ACT says that after good academic preparation, test taking attitude is most important. It is only in the past year that the presence of the president has been used as a motivator or that a cash prize has been offered for the top performers on the assessment. The number of high scores has increased and the institutional mean has risen. We think that both of these factors have been helpful.

Good performance funding numbers are difficult to obtain on the COMP. The scoring is a two-edged sword. Gain scores of graduating students are compared to the mean gain score of a group of peer institutions. Gain scores are calculated by taking as expected value based on the entering ACT and subtracting it from the actual COMP score. ACT has developed a table of concordance between the entering ACT and the COMP. Larger gain scores are more likely if an institution has a relatively larger proportion of academically disadvantaged students.

On the other hand, the absolute score of the institution is also compared with a group of peer institutions. It is easier to do well on this dimension if the institution does not have as many academically disadvantaged students. Ultimately, the only way to score well is to do an extraordinary job in teaching.

Doing something to raise scores is a challenge. As mentioned, an item analysis is purchased from ACT each year which shows the types of questions which posed special difficulty to the students. Taking appropriate followup action is not easy because one cannot just go to a course and make a few adjustments. Many who talk about assessment talk about the importance of not introducing an assessment program with assessments which clearly point to individual disciplines or individual courses. The COMP presents the opposite problem because the results cannot be clearly tied to a single discipline or course. Sometimes, results can easily become no one's responsibility if the followup is inadequate.

4. **Alumni Satisfaction and Student Retention Surveys.** Alumni satisfaction and retention surveys are required in alternative

years. The retention survey is unscored although institutions would lose all funding under this part if it is not done. Dyersburg State Community College did two things to look at retention. The ACT Withdrawing/Nonreturning Student Survey was mailed to 240 degree seeking students who attended Dyersburg State Community College in fall 1988 but did not attend in spring 1989. Respondents were asked to rate 48 possible factors related to withdrawal, indicating whether the factor was a major reason, a minor reason, no reason, or the most important reason why they may have left Dyersburg State. The most important reasons for leaving identified were: (1) a decision to transfer or attend a different college; (2) family or personal health problems; (3) a desire for a break from college; (4) extraordinary family responsibilities; (5) a decision to accept a full time position; and (6) a conflict between the demands of the job and the demands of academic work.

The College also used the Noel-Levitz College Student Inventory to see differences between the persister and the dropout. It was found that students who drop out have done less career planning, are less involved in campus life, and are more resistant to support services.

Alumni are surveyed two years after graduation using an instrument developed for statewide use in Tennessee. The instrument contains items selected by a statewide committee, including items used by permission from ACT, and allows for the addition of local items. Mailing procedures for the survey are specified and a 30 percent response rate is required. Dyersburg State achieved a 48 percent response rate in a recent mailing.

To be successful in scoring alumni ratings must be better than the average of other Tennessee colleges of the same institutional type. Dyersburg State gained points for exceeding the state average on items such as having alumni who have written letters to the editor, attended a public lecture, and feeling that the college gave them above average preparation in getting along with other ethnic groups, speaking effectively, and in appreciating the arts. Points were lost because alumni of Dyersburg State were less likely than the state average to feel their advisor was helpful, that clubs were available in their major field, and feeling that the college gave them less than average preparation in understanding graphic information, learning on their own, and understanding scientific method.

Clearly, this variable is quite challenging as well. Because of the lag time between assessment, implementation of improvements, and reassessment, it may be five years before one discovers if a particular action has really resulted in improvement. Tennessee scoring protocol is also frustrating. An institution can be .01 above or below the state mean on an item and gain or lose points.

Graduating sophomores participate in small group interviews. The purpose of the interviews is to elicit comments from students about their college experience. Graduating students also complete a questionnaire which evaluates college services and asks their perceptions of the degree of growth they have experienced on a number of general education outcomes. A number of the items are used by permission from ACT.

Focus (structured discussion) groups have been used to gather employer perceptions of institutional image. Focus groups will be used to gather perceptions of school personnel, alumni, high school students and college staff. The results are used to modify institutional practice and to set new goals. In Fall, 1989, Dyersburg State conducted a focus group with major business/industry leaders. Dyersburg State benefited from its focus group research in a number of ways: (1) the report was used in reformulating the institutional mission statement; (2) the College gained a list of attitudes, basic skills, and specific skills desired by employers which can be used in curriculum review; (3) staff gained insight into problems employers are having with training and the training employers prefer; (4) employers identified specific courses Dyersburg State could offer their employees; (5) employers shared perceptions of future training needs; (6) employers suggested ways in which training might be made more accessible; (7) the College gained insight into a way in which it can better support the internationalization of business; and (8) the College discovered a wellspring of community support for its programs it did not realize existed.

5. **Planning for Instructional Program Improvement.** Corrective actions are taken to address areas of weakness. Five points are awarded for addressing problems in the first four standards of performance funding. Ten points are awarded for medium and long range strategies to address Southern Association of Colleges and Schools Institutional Effectiveness criteria.

6. **Pilot Testing.** Institutions are encouraged to pilot test instruments which may be of benefit on a statewide basis. An example of Dyersburg State's activity in this area is the Community College Student Experiences Questionnaire developed by Friedlander and Pace at UCLA. It was used to gather information about what students are actually doing while in college. This instrument is concerned with the types of activities and interactions students experience and it identifies behaviors which indicate student engagement in active learning. Rather than to ask an opinion the CSSEQ asks if they have ever used a computer to write or type a paper or had a serious discussion with a student of another race or participated in a club or organization. This type of question is an alternative to asking for perceptions of services. A student may report a perception of an activity which he or she has never actually experienced.

The external influences of SACS and Performance Funding caused Dyersburg State Community College to improve the teaching and learning process, thereby enhancing student success.

2020 Vision: The EICCD Moves into the 21st Century

2020 Vision: The EICCD Moves into the 21st Century

by

John T. Blong, Chancellor & Jan Friedel, Associate Vice Chancellor
Eastern Iowa Community College District

Introduction

Webster defines "vision" as something seen other than by ordinary sight. This is the essence of what is needed at the Eastern Iowa Community College District (EICCD) as well as at many other community colleges. We need to look beyond our current horizons to see what the future holds for us.

Planning for the future is especially important for us at our current stage of development. At the recent Leadership Conference in San Francisco, Tom Peters talked about organizations tending toward early senility. John Gardner described in one of his writings the four cycles of an organization: birth, growth, maturity, and, lastly, decline or renewal. The Eastern Iowa Community College District is entering its twenty-fifty year of existence and is at the point of either decline or renewal.

The Eastern Iowa Community College District (EICCD). The Eastern Iowa Community College District (EICCD) is one of 15 community colleges established by the Iowa legislature in 1965. It is a multi-college district, spread out over four counties along the Mississippi River. The population of this service area totals approximately 300,000 people. The District enrolled over 8,500 credit students last year, and we served over 38,000 people through our Continuing Education Division.

The District has progressed through the stages described by Gardner. Its birth was in 1965 when the Iowa legislature formed the community college system. The District brought together a junior college in Muscatine, Iowa, which already had an established tradition, with another junior college in Clinton, which had been in existence for a number of years. These two colleges were well established in their local communities and came from a very strong liberal arts background. A new community college was developed in Scott County, the largest population center in our District. The birth of the district was a turbulent time, bringing together these two existing junior colleges with a new college whose primary emphasis was on vocational education.

During the late 1960s through the 1970s, the EICCD, like almost all community colleges throughout the country, experienced tremendous growth both in students served and facilities needed and built. As the District entered the late 1970s and the 1980s, the maturing process started to set in. By this time, our community college in Scott County (Scott Community College) had evolved into a comprehensive community college with the Arts & Sciences and Community Education Divisions. Growth stabilized, and for the first time we at the District started to look at what we had become, what we were doing, and where we were going.

Master Planning. In 1980, we developed a planning process that is still being utilized. This Master Planning Process centers on a one- to three-year strategic planning model that has heavy involvement of not only the Board, but the District functions and the three colleges. In master planning, we annually review and reaffirm our Mission Statement, review our goals, update our one- to three-year objectives, and evaluate the degree to which the activities undertaken have accomplished the objectives, and evaluate the degree to which the activities undertaken have accomplished the objectives. This process has worked well for the EICCD, and we are proud of what we have accomplished; however, the dramatic changes that are occurring in demographics, the technologies, the global economy, and in political systems, require us to think and plan strategically in order to maintain our vitality. What is needed is a clear picture of what we could be dealing with in the next century, and to plan our responses to these changes. The renewal process must continue at the EICCD.

2020 VISION

PURPOSES OF 2020 VISION. With this goal in mind, the EICCD set out on a project we called 2020 Vision: A Perfect Vision for the Next Century". We have tried not only to arrive at a vision of the next century, but to arrive at a "shared vision"--one that the total institution can agree upon and strive toward.

Through this process, we have defined a collective vision of what our community college should be in the next century. That vision has created a focus for the institution. As a total institution, we have made a commitment to strive to reach that image. We will have a commonality of purpose. And, with that commonality, we will build communication across the institution. That institutional focus, commitment, commonality of purpose, and communication has resulted in the reaffirmation of our Mission and Beliefs.

The process of developing the "shared vision" is a tremendous advantage to an institution. In the EICCD, it has created a consciousness that we are a part of a total community, and that we are impacted by the changing external environment. It is required that we become proactive and the designers of our future.

Looking to the future and identifying a target also reinforces an institutional commitment to plan for the future; but, creating a vision is only *part* of the outcome. The visioning process has created an environment for the operation of the total college in the future.

Participation in 2020 Vision. One of the things that we at the EICCD are committed to is that creating the vision and planning not be done by any group of planners or administrators. 2020 Vision involved every staff member of the District. Every full-time employee, from the custodian to the Vice-Chancellor was required to be an active participant in the visioning process. The *process* is a part of the product. We are raising people's consciousness about the future and the impact of environmental changes on the college. We are building a receptivity to change, and an awareness of the need to plan.

Process Overview. Figure 1 illustrates the process by which we arrived at a vision for the twenty-first century. Our Mission Statement defines the why of the institution--that is, the "why" of what we do. Stated in very broad terms, it encompasses all that we do, and is impacted by the external environment. It is from the Mission Statement that the functions of the community college are derived. These functions are "what" we do. The organizational structure of the community college is "how" we accomplish the functions--or, through what structure we accomplish our mission. It is through this process of examining the future and answering questions regarding the impact of changes and trends in the external environment on our mission, functions, and organizational structure that we have arrived at a vision for the EICCD for the next century.

Major Components of the EICCD Visioning Process

The development of the EICCD's vision for the twenty-first century and its subsequent Goal Statements was a 15-month activity. The major components of this process are:

1. Orientation
2. An Environmental Scan
3. The impact of the external environment on the functions of the community college
4. The community college's response to the changing external environment through its organizational units.
5. Formulation of Vision Statements
6. Community Input
7. Board involvement
8. 2020 Vision Goal Statements
9. Reaffirmation of Mission and Belief Statements

The implementation of this process is described below.

Orientation. All staff were introduced to the 2020 Vision Process through orientation sessions scheduled during spring 1989. These orientation sessions were held at each of the three colleges and the Urban Center and were conducted by the Chancellor. The presentation highlighted why, as an institution, the EICCD needed to move beyond operational short-term planning to formulation of a vision and a strategic plan to actualize that vision. It also outlined the process, its major components, tentative timeline, and the commitment of the Board and administrators. An orientation session was also provided to the Board regarding the process and its interface with the Master Planning Process.

An environmental Scan. The EICCD "kicked off" the 2020 Vision Process by the development and dissemination of an environmental scan document. The purpose would impact the community college of the twenty-first century. Data files were developed, consisting of a compilation of the changes, trends, and projections in 11 different categories. These categories are listed in Figure 2.

Each one of these categories was examined on a local, state, regional, national, or international basis.

The information from the Environmental Scan data files was consolidated into five major trends:

1. The Changing Population and Demographics
2. The Changing Workforce and Demographics
3. The Political, Societal, and Ecological Changes
4. The Changing Technologies and Information Explosion
5. The World Economy

These trends are summarized in An Environmental Scan, a 122 page document disseminated to every EICCD Board and staff member with the request that they read the document prior to our October 6, 1989, all-day inservice meeting devoted to this topic. They were asked to contemplate the consequences of current trends and projections on our society as a whole and on the community college in particular.

Impact of External Trends on the Community College. At the October 6 inservice meeting, Dr. Bill Stewart, Chancellor at State Center Community College District in Fresno, California, delivered the keynote address, "Inventing the Futur." This presentation re-emphasized the changing environment and the impact of these changes on the community college.

We also reviewed our Mission Statement, and the 28 Belief--or, philosophical--Statements that undergird the Eastern Iowa Community College District. These statements broadly define what it is that we are all about; they are the "why" of the institution. The Mission Statement and the Belief Statements were juried by the group and reaffirmed.

The primary outcome of this all-day meeting was to identify those changes and trends that could impact a community college and its functions. To facilitate this discussion, the 540 participants were divided into 33 groups, each comprised of a cross section of faculty and staff. Each group included individuals from the three colleges and the Urban Center, and represented the various functions and departments. Each group was assigned to one of the 11 functions--or, "what we do" as a community college. These 11 functional areas are:

1. Transfer and college parallel curricula
2. Occupational and career curricula
3. General education and critical literacy
4. Adult and continuing education
5. Technical updating and re-training
6. Developmental education, ABE, GED
7. Student support services
8. Student activities
9. Economic development and programming for business and industry
10. Community services and development
11. High school programs and articulation

Prior to this meeting, two individuals had volunteered to co-facilitate these small group brainstorming sessions. These co-facilitators had participated in an orientation session and workshop regarding brainstorming, and how to encourage the free flow of ideas.

Over 3,500 ideas were generated by these 33 groups. These ideas were then distilled by our various District councils. The councils identified the common threads within each of functional areas, and eliminated duplicated ideas.

Staff from the District Office of Academic Affairs and Planning then conducted a content analysis of the composites developed by the various councils in each of the 11 functional areas. These were then re-categorized by the staff into the five organizational structures of the community college.

Responses Through Organizational Units. From this point on in our visioning and planning process, discussions were site-based. All faculty and staff were requested to participate. Over a six-month period, faculty and staff were involved in extensive discussions regarding the future of the community college within the framework of five organizational units, that is, "how we do" "what we do". These units are the broad structures through which a community college accomplishes its mission. These five organizational structures are:

1. Instruction
2. Student Services
3. Administration
4. Research, Planning, and Development
5. Community Programs and Services

We began our site meetings within three weeks of the all-day inservice activity. The initial meeting was a general orientation to the 2020 Vision Planning Process, conducted by the President of each college.

The general orientation was less than one hour in length and included the following activities:

1. An explanation of the process (flowchart) and the participation of all full-time EICCD employees in this process, as well as our Board and community representatives. It was explained how we were going to move from the thousands of ideas generated at the October 6 inservice day to discussions regarding the future and the EICCD's response to the external environment through the organizational structures of a community college.

2. Assignment to designated groups, and the request for small group co-chairs.

3. Schedule of site meetings and their themes.

Each month, all faculty and staff across the three colleges and the administrative center were involved in discussions on one of the organizational structures. Sitewide meetings were held once a month; each was devoted to a specific organizatonal unit. Additionally, many of the small groups met more often (and in some cases, weekly) to discuss the specific organizational structure and the future of the EICCD.

To facilitate the generation of creative ideas, five workbooks were designed and distributed, one for each organizational unit. These workbooks were distributed to all EICCD staff about one week prior to a site meeting. These workbooks identified the common themes issues generated at the all-day inservice meeting. For each of these themes, a question had been formulated and related topics listed to serve as "teasers" to stimulate both short-term and long-term institutional responses to the futures: As an example, 12 themes were identified in the Instructional area. (Figure 3) For each theme, a question was posed, followed by the related topics. These related topics were followed by three questions: What is the EICCD currently doing to address the question? What should we be doing in the immediate future? What should we be doing in the distant future? An example is given in Figure 4.

Each staff member recorded his or her ideas in the workbook prior to the meeting; at the small group meetings, these ideas were shared and recorded in a group composite.

At each one of our four locations, we had an average of 4-6 groups, each working separately on each of these five organizational structures. At the end of each month, the chairpersons of the small groups met at their site to compile a single document. Thus, four separate documents summarizing the responses to the 12 Instructional questions were compiled from each of the three colleges plus the central office. The same thing occurred for the other four organizational units.

At the end of this six-month activity, each one of our four sites (Scott Community College, Muscatine Community College, Clinton Community College, and the Davenport Urban Center) submitted five composite documents--one for each of the five organizational units. These were forwarded to the District Office of Academic Affairs and Planning where staff conducted a content analysis and condensation of the ideas and responses. We have, however, maintained a master file of all unduplicated ideas and activities generated through these discussions. For instance, the binder of Instructional ideas is 76 pages of single-spaced material.

Formulation of Vision Statements. On April 30, an all-day meeting was held of the co-chairs of the 2020 Vision small groups. This group consisted of approximately 60 people from across our four sites.

This group was divided into five task forces, one for each of the five organizational structures. These groups took the four composite reports--one from each of the four sites--and looked for common threads, themes, and recommendations. From these composites, the task forces developed Vision Statements--or goals--for what the EICCD should be in the twenty-first century, as it relates to: Instruction; Student Services; Administration; Research, Planning, and Development; and, Community Services and Programs. The product of this discussion was 42 Vision Statements. Two examples of our Vision Statements are:

Example 1:

> The EICCD will base its planning and decisions on the most accurate, up-to-date, and comprehensive information available. To generate this information, the EICCD will conduct environmental scanning, community and labor market needs assessments, and program evaluation on a systematic and regular basis. Further, the EICCD will serve as a statewide and national model in the collection, analysis, and

dissemination of data and information for the purposes of planning and decision making.

Example 2:

The EICCD will actively serve as an example of sound environmental practices and as a active promoter of responsible environmental living. Activities will include:

- An active compliance with the law
- Employee awareness of environmental issues
- A recycling program
- Small business education and assistance
- A resource center for business/industry training
- Information for the community.

Additionally, the EICCD Mission and Belief Statements were reviewed. The discussion resulted in the reaffirmation of our Mission Statement, and the revision and consolidation of our Belief Statements.

Community Input. It was important to have the community provide input into what their community college should be as it approaches the twenty-first century. Community leaders and representatives from the 45 companies that in the last seven years were the fastest-growing, nonretail employers in our seven-county area were invited to four meetings. At these meetings, they addressed three questions:

1. What is your opinion of the current activities of the EICCD?

2. What can we do better?

3. What will the community, business and industry ask of us in the future?

The responses to these questions were considered at the Administrative Retreat.

2020 Vision Goal Statements. Forty-two Vision Statements had been formulated. These needed to be condensed into much broader goal statements which would be nonspecific to organization structure. In order to accomplish this, a Summer Retreat for Administrators was held on June 14-15.

There were two outcomes for the Administrative Retreat:

1. Collective agreement on Goal Statements for our long-rage strategic planning.

2. Identification of the key elements around which we would build our Institutional Effectiveness Measures.

Dr. Bill Stewart returned to the EICCD to facilitate this two-day retreat.

Fifteen Goal Statements were drafted. Examples of these include:

- The EICCD will create and maintain an organizational environment that encourages initiative, risk taking, and individual responsibility.

- The EICCD will develop and maintain quality curricula which anticipates and supports local, national, and global needs.

- The EICCD will be an active partner in defining community needs and assisting in the development of solutions.

We also came to consensus regarding the key elements--or the key indicators--for our Institutional Effectiveness Model.

Reaffirmation of Mission and Belief Statements. The EICCD Mission and Belief Statements have been refined and reaffirmed by faculty and staff. At an upcoming retreat, our Board will review the Mission and Belief Statements, and the Goal Statements generated at the Administrative Retreat. An Executive Summary of our Visioning Process and goals will be sent to selected community leaders and to business and industry representatives. They will be requested to review and comment.

CLOSING REMARKS

Vision 2020 has resulted in a renewed institutional commitment to environmental scanning and strategic planning. It has fostered understanding regarding the mission of the EICCD and the need to communicate across all levels. It has created a "shared vision" of what it is we should be in the twenty-first century.

We have experienced some additional benefits. Discussions regarding what it is we do and what we should be doing has made our staff more knowledgeable regarding the full scope of our activities and potential. It has been a team-building activity, mixing administrators, faculty, and support staff in real discussions involving the institution and its future. Everyone's opinion was important. Everyone entered the process as peers and equals.

We are pleased at the success we have had with bringing people together through our Vision 2020 Process. This vision will be the cornerstone of the strategic planning for the District.

Figure 1
2020 Vision Planning Process Flowchart

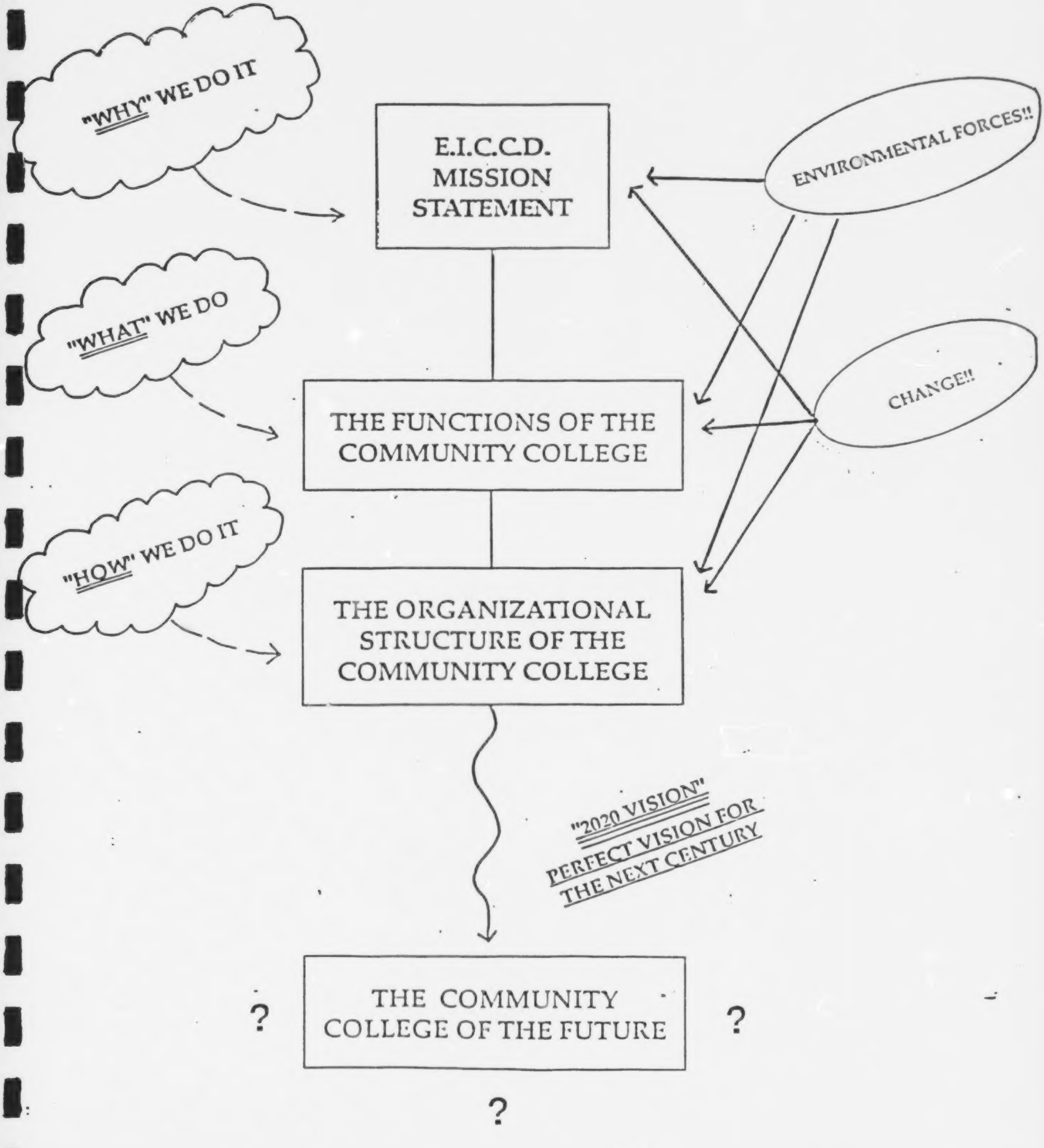
"WHY" WE DO IT
E.I.C.C.D. MISSION STATEMENT
ENVIRONMENTAL FORCES!!
"WHAT" WE DO
THE FUNCTIONS OF THE COMMUNITY COLLEGE
CHANGE!!
"HOW" WE DO IT
THE ORGANIZATIONAL STRUCTURE OF THE COMMUNITY COLLEGE
"2020 VISION" PERFECT VISION FOR THE NEXT CENTURY
?
THE COMMUNITY COLLEGE OF THE FUTURE
?
?

Figure 2
Environmental Scan Data Files

1. Population and Demographics
2. Workplace
3. Workforce
4. Society
5. Education
6. Politics
7. Environment
8. Information Explosion
9. Changing Technologies
10. Economy
11. Policy & Governance Issues

Figure 3
Futures Themes for Instruction

1. Lifelong Learning
2. Institutional Effectiveness/Excellence
3. Marketing
4. Relevant Curricula for the Twenty-first Century
5. Diverse Student Population
6. Student Support Services
7. Quality Faculty
8. Economic Development
9. Alternative Instructional Delivery Systems
10. Funding/Resource Development
11. Changing Needs of the Workforce/Workplace
12. Articulation

Figure 4
Workbook Example

INSTRUCTION

RELEVANT CURRICULA FOR THE TWENTY-FIRST CENTURY

Question 4: EICCD'S CURRICULA FOR THE 21ST CENTURY MUST BE RELEVANT AND RESPONSIVE TO THE NEEDS OF THE COMMUNITY. HOW WILL INSTRUCTION GUARANTEE THE RELEVANCY OF EICCD'S CURRICULA FOR THE 21ST CENTURY?

RELATED TOPICS: The following topics are provided for possible consideration in your Task Force Response. These topics were compiled from the ideas generated during the brainstorming activity at the October 6 District Staff Development Day.

- Curricula That Meet the Needs of the Non-Traditional Student
- Institution-wide Competency-based Curricula
- "Modular" Delivery of Both Transfer and Vocational/Technical Offerings
- Computer Literacy as an Entry/Exit Competency for all Students
- Enhanced Human Development Curriculum
- Critical Literacy
- General Education
- Emerging Occupational/Career Fields
- Developmental Programming
- Curricula Which Recognize the Cultural Diversity of Our Students
- Curricula Driven by Performance/Learning Outcomes

What is the EICCD presently doing to address Question 4? Please cite specific examples of how we are presently addressing this question.

What should the EICCD be doing to address Questions 4?

In the immediate future? (1990-1993)	In the more distant future? (1993-2000+)

"Support Program for Part-Time Faculty"

"Support Program for Part-Time Faculty"

Sharon Bradwish-Miller, Dean of Instructional
Affairs & Community Education

College of DuPage

Part-time faculty have become a vital and major component in the instructional process of colleges throughout the United States. Fifty-seven percent of the teaching faculty in community colleges (Munsey 1986) are part-time or adjunct instructors. part-time faculty members play a significant role in the instructional mission of College of DuPage and add an important dimension to the college's instructional staff. Some faculty bring prior teaching experience at community and 4-year colleges or high schools, while others come with extensive career and appropriate academic training in lieu of contractual teaching assignments.

The same academic guidelines are used in hiring both full and part-time faculty. Additionally the college hires individuals who value instructional excellence and desire continually to improve their effectiveness.

Providing support and professional development opportunities for all faculty and staff is an important goal at COD and part-time faculty are no exception. To meet that challenge, a comprehensive support program for all part-time faculty has been developed for both the new and experienced faculty.

The objectives for the part-time faculty Support Program are to develop:

*basic instructional skills

*an awareness of the specific details of the courses they teach

*an awareness of behavioral and learning styles of adult students

*professional growth as an education

*Pride in his or her contribution to the students and community

Support for the new part-time faculty member begins with an interview and appointment to a teaching position. During the interview, the mission of the community college, specifics on COD, and characteristics of the student body are discussed.

A brochure titled "A History and Mission of College of DuPage and Our State System" and a pamphlet on COD demographics are distributed in order to help familiarize the new instructor with the mission, community and student composition. The college-approved course outline and supplementary information are carefully reviewed along with the Information Guide (handbook) for Part-time Faculty. Helpful articles on class preparation, first class activities, effective teaching techniques plus copies of "For Openers," a newsletter for part-time faculty, are given to the new staff member. In addition, appropriate videotapes on college services, such as

"Building a Sense of Community in the Classroom," "Using the LRC," and "Study Skills" (for students), are loaned to the new staff member for personal viewing or classroom use. At this time, the instructor's background and needs are analyzed by the supervising administrator and an individualized staff development plan utilizing the Support Program is developed for the new instructor. The core support program for new part-time instructors consists of five three-hour workshops titled: Course and Class Preparation, Classroom Dynamics, Adult As Learner, Evaluating Student Performance and Issues. The administrator recommends/requires attendance at some or all of the core units developed for new faculty. Generally, attendance is expected during the first three quarters of teaching at COD.

These 3 hour workshops are scheduled throughout the year on week nights and Saturday mornings.

Course and Class Preparation focuses on the preparations to be made by an instructor before teaching. Outcome objectives include: becoming familiar with course development resources available at the college, preparing elements of a syllabus for his/her course and developing a lesson plan which includes behavioral objectives, and an outline of material to be covered. Discussion of a 4-step method involving preparation for a class unit, the presentation of new material including the mode of delivery of instructional segments and practice in application and testing are included.

Classroom Dynamics focuses on classroom activities that assist the learning process. The outcome objectives include: identifying effective teacher behaviors and how they cause/reinforce desired student behaviors, learning appropriate lecture techniques/platform skills to convey subject matter in a dynamic fashion, learning techniques for managing discussions (listening, paraphrasing, selecting questions for a particular effect), applying effective techniques for handling typical student problems (dominator, clown, non-participant, etc.) and increasing self-confidence in teaching the adult learner.

The Adult Learner focuses on the characteristics of adult participants and implications for the teaching-learning process. Participants learn how to create effective climate-setting and course introduction techniques, the learning characteristics of adult students vs. traditional students, pedagogical and androgogical models of learning and their applications to adult learners. The competencies of effective teachers of adults are included.

The Evaluating Student Performance workshop enables participants to employ student feedback for the improvement of instruction, establish realistic standards of student performance toward the accomplishment of course objectives, select appropriate applications of formal tests, describe characteristics of a good test and to organize evaluation results into a comprehensive course grade.

In order to provide an opportunity to address issues and concerns of part-time faculty which are not covered in the other workshops, ISSUES FOR PART-TIME FACULTY was added to the support program. This workshop is conducted as an open forum and the questions of the group become the agenda. Typical questions may include: How do I know my grade distribution is comparable to that of other teachers? How to I get students involved in class discussion? How can I find out how other colleagues are teaching the same course? What is college policy concerning a particular item?

New faculty are paid a stipend of $20 for attendance at each workshop. A participant's evaluation of the session is included for each unit.

The Support Program for Experienced Part-time Faculty includes a variety of professional and personal growth opportunities for instructors who have three or more quarters of experience. College offerings are based on workshop proposals which staff members submit on their own or are recruited by the Office of Instructional Affairs. Full and part-time faculty enthusiastically participate in developing and facilitating workshops. A selection of topics is presented in three hour workshops scheduled throughout the academic year.

For FY '90, 20 different workshops (36 sessions) were offered for experienced faculty. Examples of selections include: Classroom Behavior: Problems, Policies and Resolutions; Internationalizing Your Course; Creating Connections: Workshop Strategies In The Classroom; The Instructor As Advisor; Media Utilization for Enhanced Instruction; Stress Management; Introduction to Computer Based Instruction; How Am I Teaching: Self-Evaluation for Instructors; National Issues Forums; First Impressions; Successful Intervention Techniques and Selected Micro-Computer Applications. These workshops also include an evaluation by the participants.

Part-time faculty having completed three quarters are eligible to receive one $20 stipend for participation in one or more workshops. part-time faculty who have completed six or more quarters are eligible to receive two $20 stipends for participation in two or more workshops. New faculty are invited to participate in the experienced faculty program as space permits. No stipends are currently given to new faculty who attend this program.

Participant evaluations have been consistently excellent for both programs. The area of change requested is to offer more sections of the same workshop and to ideally be able to take certain workshops prior to teaching the current course.

During the past academic year, over 700 part-time faculty participated in the Support Program for both new and experienced faculty. Facilitators for both programs included 15 full-time faculty, 4 part-time faculty and 6 administrators.

This year, the college began offering both programs to new full-time faculty as part of their new faculty orientation program.

Through supplemental workshops, the full and part-time faculty of various disciplines (e.g. data processing, foreign language, psychology, continuing education, etc.) are brought together to exchange ideas, review changes/additions to the curriculum and discuss the strengths and weaknesses of instructional materials. These are offered throughout the year.

At a recent accounting discipline workshop, all faculty joined the author of the new text faculty recently selected for a pedagogical presentation and discussion on the use of the text and its supplemental materials.

A newsletter, For Openers, is distributed to part-time faculty twice a quarter to communicate timely information and articles to enhance excellence in teaching.

Additional support is available through discipline assistants (to the Associate Dean) who act as mentors for part-time faculty. These experienced full and part-time faculty are available to assist faculty, trouble-shoot, provide feedback on classroom performance and help plan discipline workshops.

A highlight of the support program is the Annual Fall Orientation and Awards Banquet. All currently assigned part-time faculty are invited to a dinner workshop which includes the opportunity to socialize and dine with colleagues and attend a program designed for the practical application of presented information (e.g. legal issues for faculty, student success tips, student retention, etc). The evening is climaxed with the presentation of framed certificates and gifts of $250 each to the outstanding part-time faculty. The gifts are generously provided by the College of DuPage Foundation. Approximately 600 part-time faculty attend this event, along with Administrators, the President, Chairman of the Board of Trustees and President of the Foundation. It is a fitting tribute to excellence.

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College of DuPage Part-time Support Materials

Munsey, WC (1986) part-time faculty: The Value of the Resource, In B. Dziech, (Ed), Controversies and Decision Making in Difficult Economic Times, pp 7-13, Jossey-Boss, San Francisco

PART-TIME FACULTY SUPPORT PROGRAM
ORIENTATION FOR NEW PART-TIME FACULTY
SPECIFIC CORE UNITS

UNIT WORKSHOP TITLE	COURSE AND CLASS PREPARATION	CLASSROOM DYNAMICS	THE ADULT AS LEARNER	EVALUATING STUDENT PERFORMANCE	ISSUES
DESCRIPTION	UNIT PACKAGE - MANUALS FOR FACILITATORS AND PARTICIPANTS				
FORMAT/ DELIVERY	3-HOUR FACILITATED WORKSHOP SCHEDULE THROUGHOUT THE QUARTER				
ATTENDANCE	EXPECTED DURING FIRST 3 QUARTERS OF TEACHING AT COLLEGE OF DUPAGE OR AS RECOMMENDED BY SUPERVISOR				
REMUNERATION	$20.00 PER WORKSHOP				
UNIT EVALUATION	QUESTIONNAIRE DISTRIBUTED AT WORKSHOP				

Hands-off Administration: An Oxymoron that Works

Hands-off Administration: An Oxymoron that Works

Presentation at the Institutional Effectiveness Institute
Toronto, Canada
June 24-26, 1990

by

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Richard L. Storinger, Dean, Communications Division
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Oakton Community College, Des Plaines, IL

Hands-off Administration

Hands-off administration is a concept that has grown slowly at Oakton Community College, one that was not originally cultivated by intention, with all of its implications fully understood. Rather, a number of the most successful projects undertaken at the college seemed to share a few common organizational principles. As new projects came into being and as administrators and faculty members looked for ways to replicate the elements perceived to foster success among previous projects, they gradually articulated and came to espouse the concept of hands-off administration as a basic operating principle appropriate to many circumstances, a leadership style intended to encourage faculty creativity, accountability, and empowerment. Hands-off administration--not to be confused with neglect--may be defined as that style of management in which those responsible for carrying out a project, who may not have formal authority for making decisions, are given a broad charge with a great deal of latitude, resources, ample encouragement and moral support to recommend, pilot, revise, and again recommend the components of the project.

Elements of hands-off administration

Hands-off administration includes several key elements that, in our experience, are critical for the effective use of this leadership approach. These elements include:

* One or more irrepressibly creative faculty members who initiate or adopt an idea for an innovative project--one that involves perhaps a major outlay of institutional resources but has the potential for providing a worthwhile payoff for the college. The project can be wholly new, as was the case at Oakton with the Critical literacy Project, or a response to an external mandate, as occurred for us with Program Review, or a new approach to

addressing an institutional weakness, as exemplified by Oakton's Academic Advisement Project.

- A climate of mutual trust and respect among faculty members and administrators, who recognize that they need to work with each other to make things happen and who are mostly untainted by competition for turf or glory. Administrators and faculty members have to be able to talk candidly with each other, and to be straight about any absolutes that must be incorporated in a project or must be excluded from it.

- The willingness and ability--not always joint characteristics--of administrators to establish broadly defined guidelines for outcomes, a reasonable but flexible set of target dates by which stages of the project should be completed, and the sensitivity to stay out of the committee's way most of the time while still demonstrating continued interest and support.

- Absolute freedom for the committee to evolve its own modus operandi with respect to handling its business. For example, the committee must determine its own meeting schedule, format for keeping or not keeping minutes and notes, working style, use of a hierarchical or participative style, and even whether or not to allow food at its meetings (at Oakton, we have found that some of our most productive groups are also the most caloric--probably the consequence of our cafeteria's supply of fresh bagels and homemade oversized cookies).

- Willingness on the part of the administration to let go, to not be in control, and to not determine each step or nuance of a given project. The administration, in other words, must be willing to let go of the process and the product, not a problem so long as other key elements exist, because committees will understand, accept and be sensitive to potential recommendations that are simply untenable and will not pursue them.

Having articulated these key elements, we turn now to three examples of projects characterized by hands-off administration.

Examples of projects using hands-off administration

A recent New York Times book review of The University by Henry Rosovsky began with a joke borrowed from the legal profession which can be adapted nicely to faculty/administration relations: "Do you know how to save a drowning administrator?" "No." "Good."

The perception by faculty is that too often committee work is similar to General Motors having parts made in Mexico. Yet there are committee projects which have a vital impact on faculty and their participation is important, if only in self defense to protect their own interests. We present examples of three projects that were developed and implemented with hands-off administration, and that persuaded faculty that committees can be effective, useful, and even creative and fun.

1. Program Review. Our institution has department chairs serving a two year term with released time for department duties. These chairs are full time faculty and deeply interested in the continued existence as well as the flourishing of the department. The committee which I chaired was asked to develop an instrument for Department/Program Review. The document produced by such a committee could possibly be used as the "death certificate" for any department which the process found unhealthy. Consequently, the administration needed to provide us with a sense of security, that the outcomes would not be used against us. Further, in order to eliminate the feeling of being an exploited group, we need to have the power of using administrative resources in the way we chose. Finally, we needed the freedom to develop a product which we deemed best suited to meet both departmental and institutional goals.

SECURITY. This need for security, a kind of protecting the departments against "them," was perhaps unique for this committee because of the nature of its work. How does one decide if a department or program is cost effective? Would high unit cost lead the adminstration to recommend to the Board of Trustees that a program be discontinued? Although it was clearly stated that such was not the intention of the administration, i.e., to use the instrument developed for the purpose of eliminating programs, the administration wisely requested that the faculty Senate authorize the appointment of the Chair and that committee membership be selected by him from among department/program chairpersons. The administration further agreed that the report and any program review instruments produced by the committee be referred to the Executive Committee of the Senate for approval before being forwarded to the Administration. The psychological as well as the practical effect of this was to create a sense of autonomy for the committee membership as well as a sense of responsibility to the faculty and the institution.

SUPPORT. We have all heard faculty committees complain that they have been given an assignment but not the means to do the job. In this particular case, the administration put the resources of the college at the disposal of the committee. The opportunity for outside consultants was provided; computer support for enrollment data and financial information (revenue/cost) to determine unity cost were arranged; most importantly, a key staff member in the Office of Research was assigned to work with the committee whenever her services were needed.

Somewhat akin to this area of support was the adminstration's agreeing to replace released time for the chair of the committee with a $500 stipend for each member. This had a twofold effect: first, it recognized the importance of the work of each member as a skilled professional and, second, it deepened the members' sense of responsibility to participate fully in the work of the committee.

FREEDOM. The initial wariness of committee members to construct an instrument which might be interpreted negatively and adversely affect their departments was quickly dispelled by the autonomy given the committee and by the wholehearted cooperation shown by the adminstration.

The committee set its own completion date (one semester). While a department review must cover certain areas of information in order to meet state reporting requirements, the committee was free to develop the review instrument in any way it thought best.

Enthusiasm grew as trial runs on enrollment data and financial information were given the committee by the Office of Research staff member. low enrollment or high cost were not perceived as threats but necessary information for accurate evaluation and challenges for improvement.

CONCLUSION. The committee completed its work on schedule and submitted the Department/Program Review instrument to the Executive Committee at the end of the semester. It was approved and forwarded to the administration and accepted. After a trial run and some minor revisions it is currently used in reviewing all departments and programs in the college.

Many factors contributed to the success of the committee: an outstanding group of participants, wholehearted administrative support, the excellent work of the Office of Research staff member and last but not least the opportunity to "do it our way."

2. Critical Literacy Project. The CLP is Oakton's purest and most obvious example of hands-off administration working well. It has dominated the college's faculty development program for four years and is generating a variety of in-house spinoffs and look-alikes, is faculty conceived, faculty organized, and faculty run. The Critical Literacy Project (CLP) at Oakton is a year-long professional development seminar designed to help faculty members rethink their teaching strategies and redesign their courses to include instruction in critical reading, writing, and thinking skills. The seminar has been conducted four times since 1986, and a fifth version is planned for 1990-91. Thus far, 75 full-time and part-time faculty members from 25 baccalaureate and vocational disciplines have volunteered to participate (they receive stipends). In addition, CLP participants have laid the groundwork for a regional consortium of community colleges, held three national conferences on teaching critical thinking and scheduled a fourth one for 1991, have been actively sharing aspects of critical thinking at conferences and at other colleges locally and nationally, and are planning a new Critical Literary Institute for 1991 which will train teams from other colleges in the principles of critical literacy.

The CLP has from the beginning been entirely a faculty initiative, conceived, planned and run by a core group of committed faculty members, with administrative consent, counsel, and support in strong doses (hands-off administration). Of the faculty members who put together the initial proposal for FIPSE grant, several are still centrally involved in planning and organizing the overall project and in teaching the Seminar. They are joined by later participants whose enthusiasm has led them to want to play major roles themselves as planners, resources, and teachers. Interestingly, several administrators have joined the CLP as faculty colleagues, participating in the seminar and other CLP activities on a par with members of the faculty.

3. Faculty Advising. Providing effective academic advising for community college students is a real challenge, complicated by a transient student population whose educational goals are uncertain or changing; senior institutions whose requirements differ and sometimes conflict; an open access philosophy that puts a premium on convenience in registration; and perennial shortages of student services staff. At Oakton, administrators, staff and faculty members agreed that the quality of academic advising fell short of desired standards, and that a new and concerted effort was required to conceptualize and pilot new approaches to providing advising. A task force of faculty members was appointed with a charge to recommend advising activities to involve faculty more directly in academic advisement. Their report then became the basis of a pilot project instituted in the subsequent year. That pilot comprised three parts: 1) a new College Success Seminar course; 2) faculty participation in orientation and registration sessions, including on-going work with groups of 15 students; and 3) faculty advisor-on-duty responsibilities in the Student Services Center. All faculty members who participated were required to attend training sessions. Compensation was provided through stipends or released time. The chair of the task force became the faculty coordinator for the pilot. Everyone understood that the pilot was a trial, and that neither the faculty members nor the administration was committed to continuing the activities beyond the pilot year.

Parts of the pilot were very successful, and parts simply flopped. Because there was general agreement that the pilot was experimental and intended to identify activities that worked and did not, faculty were supportive of making changes during the year and for the next year.

Academic advising continues to be a challenge. Several new or revised activities are planned for 1990-91 as a result of the pilot, faculty enthusiasm for participating remains high, and students are benefiting from new advisement approaches.

Migrating hands-off administration to other institutions

To be successful, this leadership approach must evolve naturally within an institution and be adapted to the particular expectations and idiosyncrasies of key leaders with stakes in the specific content areas. Rather than providing a list of how-to's, we have prepared a set of questions, nearly all of which must be answered in the affirmative before we believe hands-off administration is likely to work in an institution.

1. Are administrators willing to support recommendations somewhat different from ones they themselves would have developed?
2. Are faculty members willing/able to incorporate considerations about logistics, resources, and support services in their plans?
3. Are administrators and faculty members able to acknowledge and even to understand each others' objectives and concerns regarding a project?
4. Can administrators and faculty members engage in candid discussions without fearing their comments will be used inappropriately at a later time, in a different arena?
5. Are administrators and faculty members able openly to articulate the agenda they may have for a project?
6. Can the institution provide adequate clerical and other services to prevent faculty members from being bogged down by the administrivia of planning and implementing a project?
7. Are administrators and faculty members able to try out an idea before becoming wedded to it?
8. Will the institution tolerate projects that don't work out as expected, or that don't work at all, in the search for effective programs and services?

Developing a Climate to Promote Collegiality among Faculty and Staff

Developing a Climate to Promote Collegiality Among Faculty and Staff

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Humber College Summer Institute
sponsored by
Consortium for Institutional Effectiveness and
Student Success in the Community College
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ABSTRACT

GTCC embarked on a study of excellence in 1986. The study involved listening to tapes from In Search of Excellence by Tom Peters and Bob Waterman, visiting business and industry, surveying college climate, interviewing personnel, establishing committees and implementing recommendations. Four years later faculty, administrators, and staff responded to a follow-up questionnaire on college climate. Information about procedures and results of the long term study of excellence will be presented.

INTRODUCTION

Community college administrators face the same kind of challenges as the management of any other service organization. They also share similar goals -- to provide the highest possible quality of service to their clients. In the case of community colleges, the clients are students, the service is the education of those students and the goal is to provide those students with the best possible quality of education. If we agree that the purpose of any organization is to provide high quality service, then it follows that the employees of that organization must perform high-quality work and that the managers of that organization must see that this work occurs (Glasser, 1990).

The purpose of this paper is to explore how keeping in touch with the college climate and culture can provide community college administrators with opportunities to improve quality. But first we must define what we mean by "climate" and "culture."

The Random House Dictionary (Stein, 1966) defines climate as "the prevailing attitude, standards, or environmental condition of a group, period, or place..." Organizational theorists describe climate as "...that intangible feeling or tone" (Roueche & Baker, 1987, p. 95). It is obvious that quality education cannot be consistently achieved if the climate (i.e., the prevailing attitudes, standards, environmental conditions, feelings and tones) is bad. Thus, we must stay in touch with the climate to see if it is good or bad. As administrators, we must continuously ask ourselves: How is the climate at our college? Is the temperature warm or cool? Is the humidity low or high? Is there sunshine or precipitation? How has the climate been over the last few years? Is the climate changing? If so, is it getting better or worse?

Stein (1966) defines culture as the "sum total of ways of living built up by a group of human beings and transmitted from one generation to another." It also is "the development or improvement of the mind by education and training." According to Deal and Kennedy (1982, p. 4) in Corporate Culture, culture is informally defined as "the way we do things around here." Organizations with strong cultures have made their values clear to employees so that everyone works to promote common values. Again, it is obvious that quality education cannot be consistently achieved if the culture (i.e., the way we do things and communicate with each other) is weak. A strong culture helps people to feel better about themselves and what they do. Helping people grow professionally and personally enhances their self-esteem and motivates them to work harder (Deal & Kennedy, 1982; Glasser, 1990; Juechter, 1988; Katzell & Yankelovich, 1975; Kotter, 1990).

It we agree that we cannot consistently obtain quality education with a bad climate and a weak culture, it follows that we must continuously monitor the college climate and the college culture and change them when appropriate.

Both climate and culture are perceptions. A rainy day may be "heaven sent" to a farmer but a disaster to someone planning an outdoor picnic. Thus, we must determine how our faculty, our staff, and our administrators perceive our climate and our culture. We can do this only if we communicate with them and get them to participate in evaluating and improving our climate and culture.

Meaningful involvement through participative governance leads to higher levels of commitment and renewal of faculty and staff (Alfred, 1985; Mitchell, 1985; Purkey & Novak, 1984). Promoting collegiality among community college personnel means that people talk about their differences and strive to for agreement. Also, people support each other and realize that..." a whale is as unique as a cactus. But don't ask a whale to survive Death Valley. We all have special gifts" (DePree, 1989, p. 133). The goal of assessing campus climate is to improve communication with the hope of building relationships within the college, use the talents of all employees, and help them to develop their potential. To reach this goal requires ongoing feedback from all personnel.

GTCC CLIMATE PROFILE STUDY

Background

Guilford Technical Community College (GTCC) embarked upon a study of excellence in 1986. The idea for this study came from the Instructional Council of the college, which made the decision to listen to a series of tapes based on In Search of Excellence by Tom Peters and Bob Waterman. After listening to one side of a tape, the council members discussed the implications for instructional programs at GTCC.

The tapes referred to the Milliken Company, headquartered in Spartanburg, South Carolina, as an example of an organization with outstanding quality. The Vice President for Instruction at GTCC wrote to the President of Milliken Company and asked if he and his staff could visit the Milliken Company to discuss how it approached the quality issue. Mr. Roger Milliken, President of Milliken, not only agreed to the visit but assigned a vice president and his corporate training director to meet with GTCC's staff to discuss the Milliken quality program.

The Vice President at GTCC also contacted the Vice President of Greenville Technical College (GTCC) in Greenville, South Carolina, and arranged to visit the college following the Milliken Company visit. The visits benefited GTCC and certainly enhanced the motivation of the Instructional Council members.

Shortly after the visits, GTCC decided to study its environment. A questionnaire, "College Climate: Commitment to Excellence (CCCE)" designed by Dr. George Baker and Dr. John Roueche at the University of Texas at Austin, was distributed to a random sample of faculty, staff, and administrators. The CCCE has two versions: Administrators/Staff and Faculty. The questions are grouped in six sections: Leadership, Motivation, Communication, Decision Making, Rewards, and Job Satisfaction. A seven-point Likert scale was used to report the results of this data.

After the data had been collected and analyzed by the University of Texas, Dr. George Baker interpreted the data, discussed his findings with the Task Force, and offered suggestions as to how GTCC should make use of this information.

Several months later a faculty member volunteered to follow-up the study by interviewing a stratified random sample of faculty, administrators, and staff. In addition, the Faculty Association, Staff Association, and Association of Technical and Office Personnel made excellent suggestions about how the college could improve its climate.

Taking Action

In the fall of 1987, the Vice President of GTCC employed a coordinator of educational/faculty development to act upon the commitment of the administration to promote faculty development. The coordinator was a faculty member who had been with the college for a number of years as an instructor and department chair, who knew people on campus, and who had completed graduate study in invitational education (Amos & Purkey, 1988).

The first assignment of the coordinator was to focus on the suggestions from the interviews and associations. To obtain specific recommendations, five committees were organized to discuss the suggestions that related to leadership, motivation, communication, rewards, decision making, and job satisfaction. The Vice President of GTCC charged each committee with the task of recommending strategies that would cost money and strategies that would not cost money.

Several important projects evolved as a result of the survey, the interviews and/or the committee reports. **First**, GTCC initiated the

President's Awards for Excellence and Innovation for faculty and staff. **Second**, the college established teaching excellence awards for full-time and part-time faculty. The criteria and selection procedures for receiving the awards were established by faculty. The Faculty Association appoints a committee of faculty to select the recipients. The criteria for teacher/student qualities include enhancing students' performance, genuine caring for students, and fostering relationships. The criteria for assessing instructional qualities include presentation, methods, and style. A point system is used to assess these criteria and contributions to the college and community. **Third**, the college established awards for years of service (5, 10, 15, and 20+). The awards include certificates, pens, and/or clocks.

Each fall during the "welcome-back" luncheon, the President and/or Vice President present plaques to the winners. The faculty who are on the excellence in teaching honor roll are recognized at the first Faculty Association meeting. These faculty have not been chosen as the overall winner for their divisions but have reached the cut-off in the point system.

Another recommendation by a committee was to install "I Have a Better Idea" suggestion boxes around the campuses. Suggestions by faculty, staff, and students for improving the climate are dropped in these boxes. After suggestions are reviewed, decisions are made regarding the best means of implementation.

Other recommendations from the committees that were instituted include (a) distributing Thank-A-Grams to all employees and encouraging them to show appreciation to each other and to students, (b) displaying positive, humorous posters around the campuses, (c) establishing programs to assist instructors in improving teaching (e.g., Meeting of the Minds (mentoring), Building Instructional Skills, Small Group Instructional Diagnosis), and (d) increasing professional development opportunities. Also, GTCC has held two "Excellence in Teaching Retreats" at an off campus location. To provide more recognition, a column in the "Communicator," the school newsletter, was added to highlight employees. In addition, an "In Honor of...Banquet," organized by faculty and staff, was held. Also, a series of workshops on telephone etiquette resulted from the committee's recommendations.

Several other events that were initiated to improve the climate and to promote collegiality were a dinner for part-time faculty during fall orientation, the "Great Rat Race," "Faculty Follies," "Great Lake Break" picnic for students and staff, "Writing to Learn Retreat" for faculty, "Great Book Discussion," and "Lunch and Learn" programs. The Faculty Follies raised $2,500 for the Student Emergency Loan Fund. GTCC also received a state grant to present the Winner's Edge Program by Dr. Denis Waitley to community college personnel from across the state in three two-day workshops, one of which was hosted by GTCC.

To improve communication, the president of the Faculty Association was included as a member of the Instructional Council and in the council retreats. In addition, the president renamed his advisory council (President's Advisory Council) and expanded membership from 8 to 26.

The activities described represent some of the strategies that have been implemented to improve the climate and to promote collegiality. A variety of activities have been offered to promote personal and professional growth of employees as GTCC continually strives to develop **esprit de corps**.

Four year follow-up

After four years (1990), the third version of the "College Climate: Commitment to Excellence" questionnaire was distributed to a systematic sampling of 50 percent (N=238) of faculty, administrators, and staff, with a 39 percent return rate. Twenty-six questions were included in the six sections: Leadership, Motivation, Communication, Decision Making, Rewards, and Job Satisfaction. Two general questions were added to determine if the overall perception of the climate and the number of professional development opportunities had improved. The seven point scale had been changed to a five point scale, and a few questions had been changed. Comparisons from 1986 to 1990 were made on questions that remained the same.

Data Analysis. Statistical analyses were conducted using SAS and SYSTAT software. An analysis of variance was used for each item and composite. Significant differences were determined by Tukey's honestly significant difference post-hoc tests. The .05 level of significance was used.

Results. The results of the leadership section are shown in Figure 1 and Table 1 in Appendix A. The mean scores of faculty, administrators, and staff were well above the scale average of three, except for faculty on item four which asked about assistance by the administration in improving teaching. Overall, peopled perceive the climate as supportive.

Results in the motivation section in Figure 2 and Table 2 in Appendix A show a strong climate for cooperation within departments, whereas there seems to be a a problem with cooperation across departments. Also, administrators find the climate more supportive of innovation than faculty and staff.

As seen in Figure 3 and Table 3 in Appendix A, all personnel perceive that their leaders communicate high expectations. The faculty do not perceive that the information they receive is particularly useful in helping them improve their teaching. Although the overall climate for decision making was positive (Figure 4 and Table 4 in Appendix A), the staff and the faculty find that they are not involved as much as they would like to be in decisions that affect them personally in their work environment.

The section on rewards received the highest overall score for all three groups. Only the staff scored slightly below average on having their performance rewarded (Figure 5 and Table 5 in Appendix A).

The job satisfaction section had the second highest overall score for all three groups. People seem to be very satisfied with their jobs at GTCC (Figure 6 and Table 6 in Appendix A).

In comparing the results of the 1986 and 1990 study, it was found that cooperation within departments is high, but there still remains a problem with cooperation across departments. In 1990, fewer faculty and staff perceive that their leaders influence them to grow professionally. This finding is interesting since people overall find that there are more professional development opportunities available.

In job satisfaction, people are feeling that they accomplish more worthwhile things than they did in 1986. Leaders have higher expectations or faculty and staff, but not as many faculty and staff feel information is always shared and they have a say in decisions that affect them at work.

The general questions that were added to the 1990 survey were directed towards people who have been employed at GTCC over three years to see if they perceived an overall improvement in the climate and in the number of professional development opportunities (Figure 7 and Table 7 in Appendix A). There was no significant difference in the mean scores of administrators, faculty, and staff though the scores for administrators and faculty were slightly below the mean in seeing an improvement in the climate. It appears that overall, the climate has remained the same according to the responses on the general item. However, the overall means for the six sections indicate that the college climate presently is above average (figure 8 and Table 8 in appendix A). All three groups reported that there have been more professional development opportunities than there were three years ago.

Overall, administrators find the college climate the most favorable, but there is not statistically significant difference among the three groups (Figure 9 and Table 9 in Appendix A). These findings coincide with the results of a study conducted by the Council of Independent Colleges (The Chronicle, 1988).

How does GTCC benefit from an ongoing effort to assess climate and promote collegiality among administrators, faculty, and staff?

- increase involvement in decision making
- improve instruction
- improve rapport among students, administrators, staff, and faculty
- resolve, lessen, and prevent conflict
- encourage negotiation
- develop commitment
- increase job satisfaction
- contribute to building self-esteem
- has happier students, administrators, staff, and faculty

Although it appears that GTCC is on the right path to promote a positive climate, a strong culture, and collegiality among faculty, staff, and administrators, the task now is to determine more strategies for improving the college climate. What does it take to accomplish these things? Collegiality, experimentation, high expectations, trust/confidence, tangible support, reaching out to the knowledge base, appreciation/recognition, caring/celebration/humor, involvement/decision making, protection of what is important, traditions, and honest open communication -- all are necessary (Saphier, J. & KING, M., 1985)

CONCLUSION

If community colleges are to provide quality education, finding ways to promote collegiality among faculty, staff, and administrators through monitoring the climate of leadership, motivation, communication, decision making, and rewards must be an ongoing process.

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APPENDIX A

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FIGURE 1

LEADERSHIP ITEM SCORES

BY PERSONNEL CLASSIFICATION

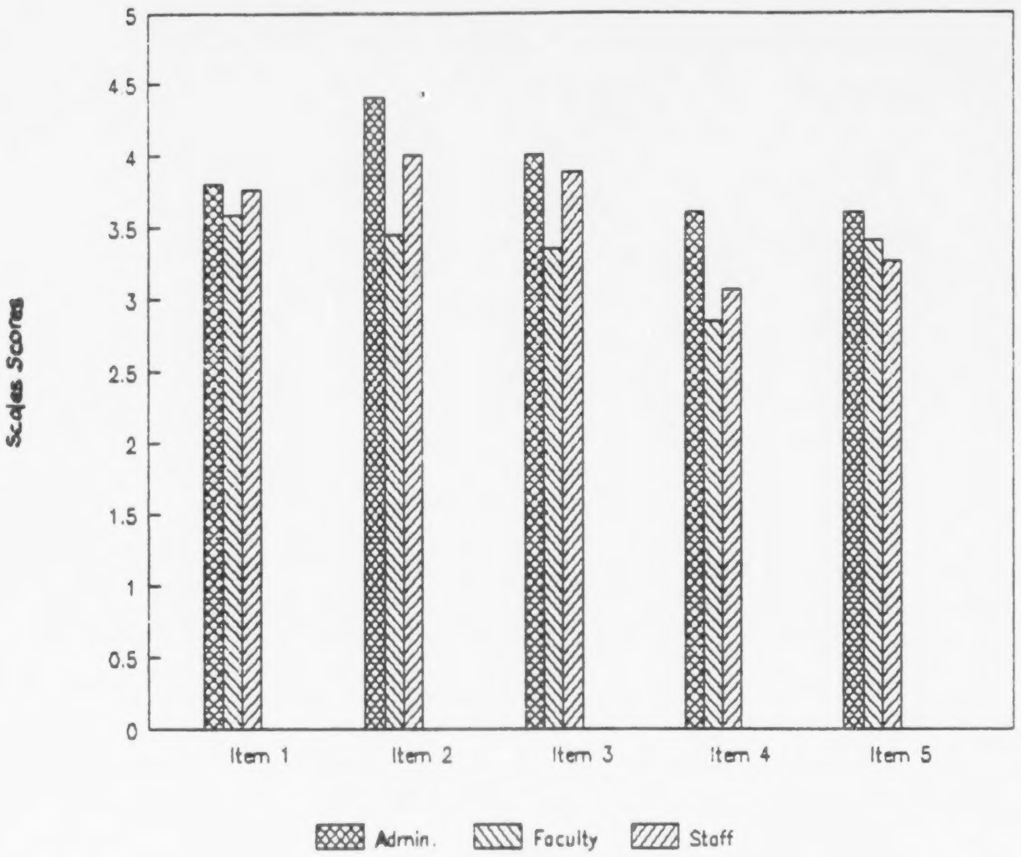

TABLE 1

ITEM	*Administrators*	*Faculty*	*Staff*	
1. Show Confidence in Staff	3.80	3.59	3.76	
2. Is Approachable	4.40	3.45	4.00	*
3. Encourage Innovation	4.00	3.35	3.88	*
4. Assist Improvement	3.60	2.84	3.06	
5. Encourage Development	3.60	3.41	3.26	

NOTE: * Denotes significance at the .05 level

FIGURE 2

MOTIVATION ITEM SCORES

BY PERSONNEL CLASSIFICATION

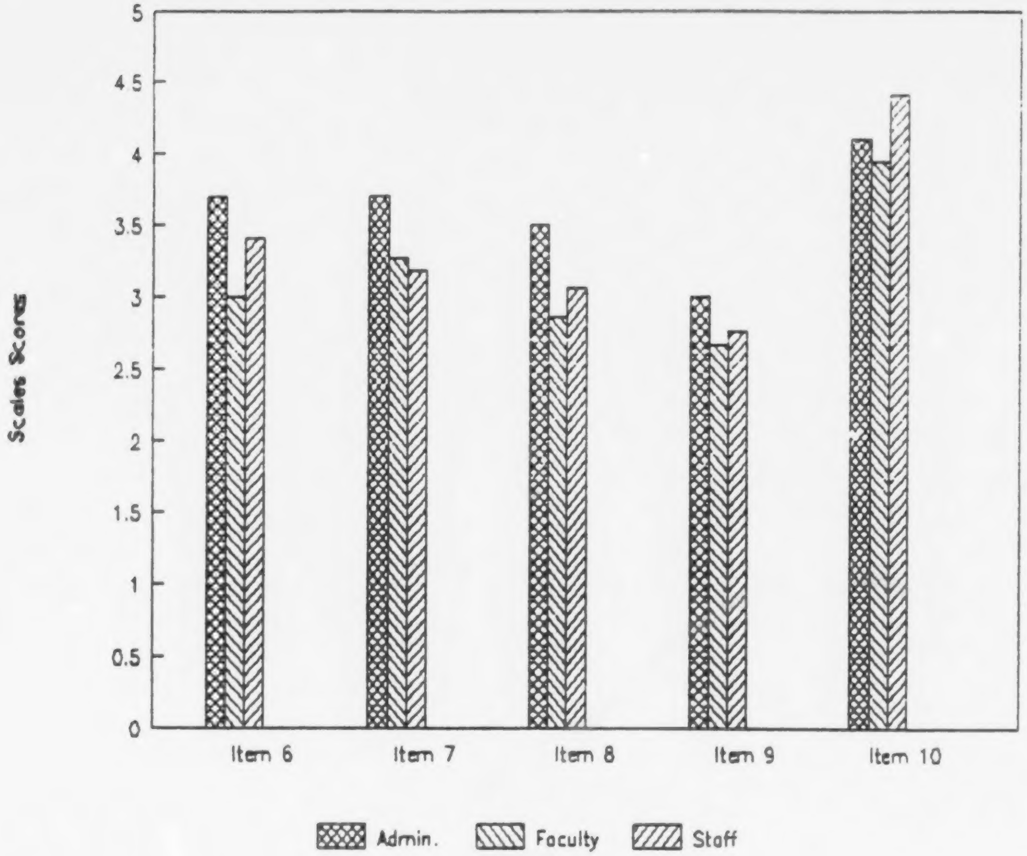

TABLE 2

ITEM	*Administrators*	*Faculty*	*Staff*	
6. Support Innovation	3.70	3.00	3.41	*
7. Encourage Development	3.70	3.27	3.18	
8. Inspire Sense of Purpose	3.50	2.86	3.06	
9. Cooperate Across Depts.	3.00	2.67	2.76	
10. Cooperate Within Depts.	4.10	3.95	4.41	*

NOTE: * Denotes significance at the .05 level

FIGURE 3

COMMUNICATION ITEM SCORES

BY PERSONNEL CLASSIFICATION

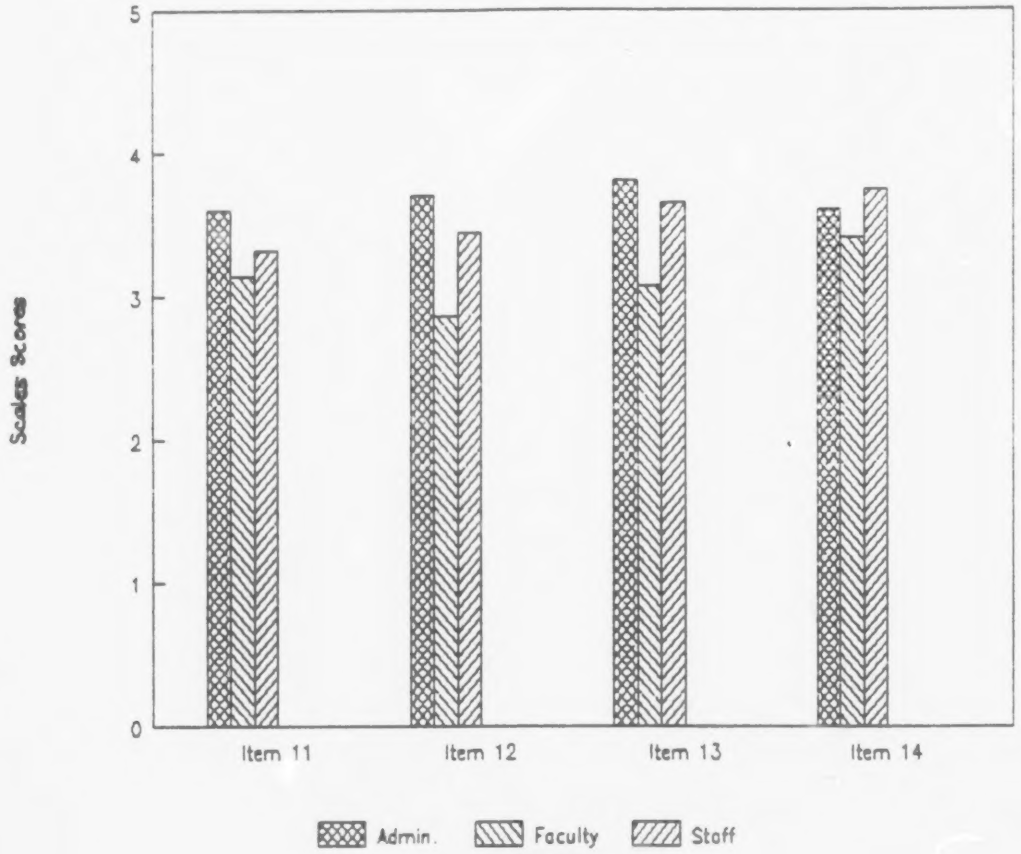

TABLE 3

ITEM	Administrators	Faculty	Staff
11. Quantity of Information	3.60	3.14	3.32
12. Usefulness of Information	3.70	2.86	3.44 *
13. Sharing of Information	3.80	3.07	3.65 *
14. Positive Expectations	3.60	3.41	3.74

NOTE: * Denotes significance at the .05 level

FIGURE 4

DECISION MAKING ITEM SCORES

BY PERSONNEL CLASSIFICATION

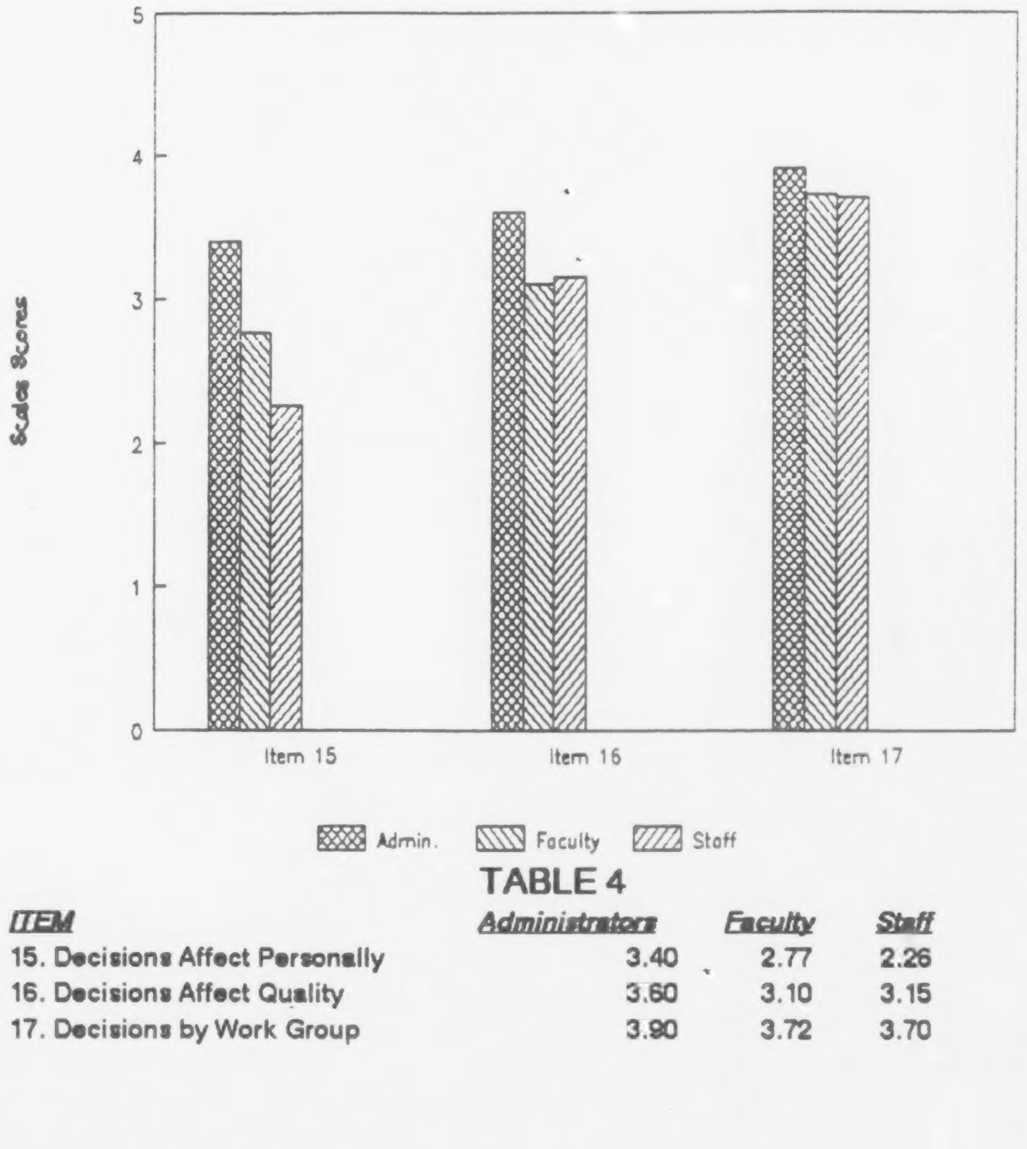

TABLE 4

ITEM	*Administrators*	*Faculty*	*Staff*
15. Decisions Affect Personally	3.40	2.77	2.26
16. Decisions Affect Quality	3.60	3.10	3.15
17. Decisions by Work Group	3.90	3.72	3.70

FIGURE 5

REWARDS ITEM SCORES

BY PERSONNEL CLASSIFICATION

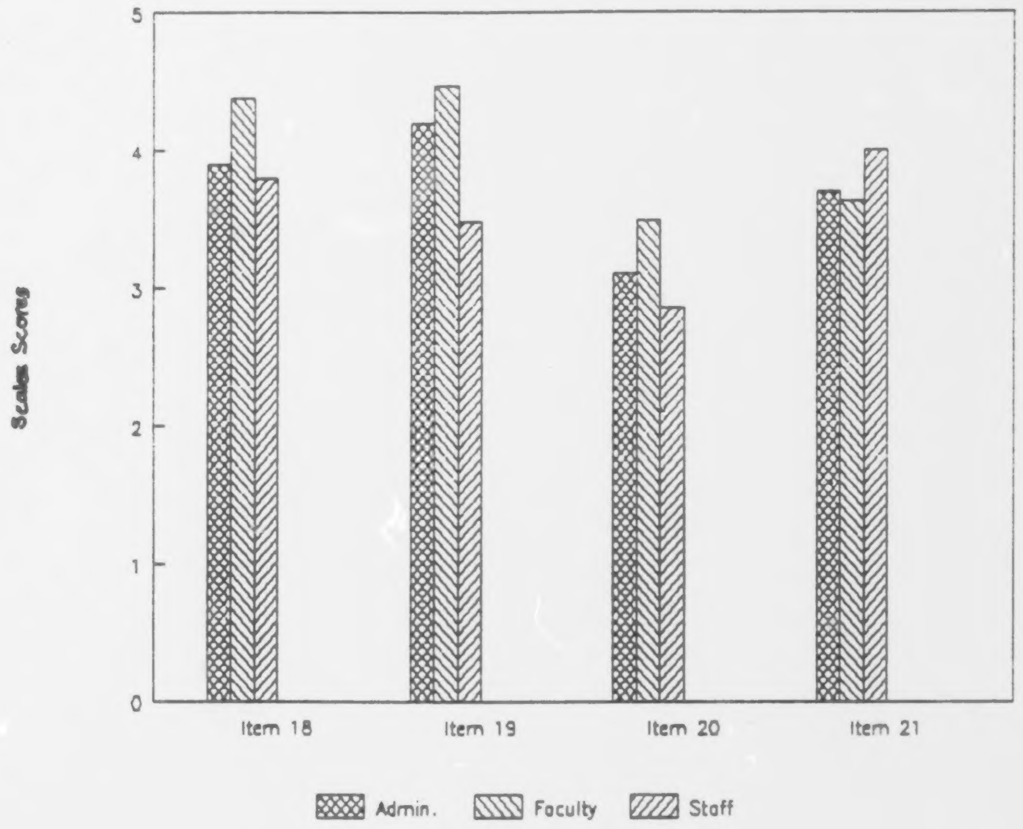

TABLE 5

ITEM	*Administrators*	*Faculty*	*Staff*
18. Earned Respect	3.90	4.38	3.79
19. Satisfaction with Intellectual Demands	4.20	4.47	3.48 *
20. Performance Rewarded	3.10	3.49	2.85
21. Excellence Expected	3.70	3.63	4.00

NOTE: * Denotes significance at the .05 level

FIGURE 6

JOB SATISFACTION ITEM SCORES

BY PERSONNEL CLASSIFICATION

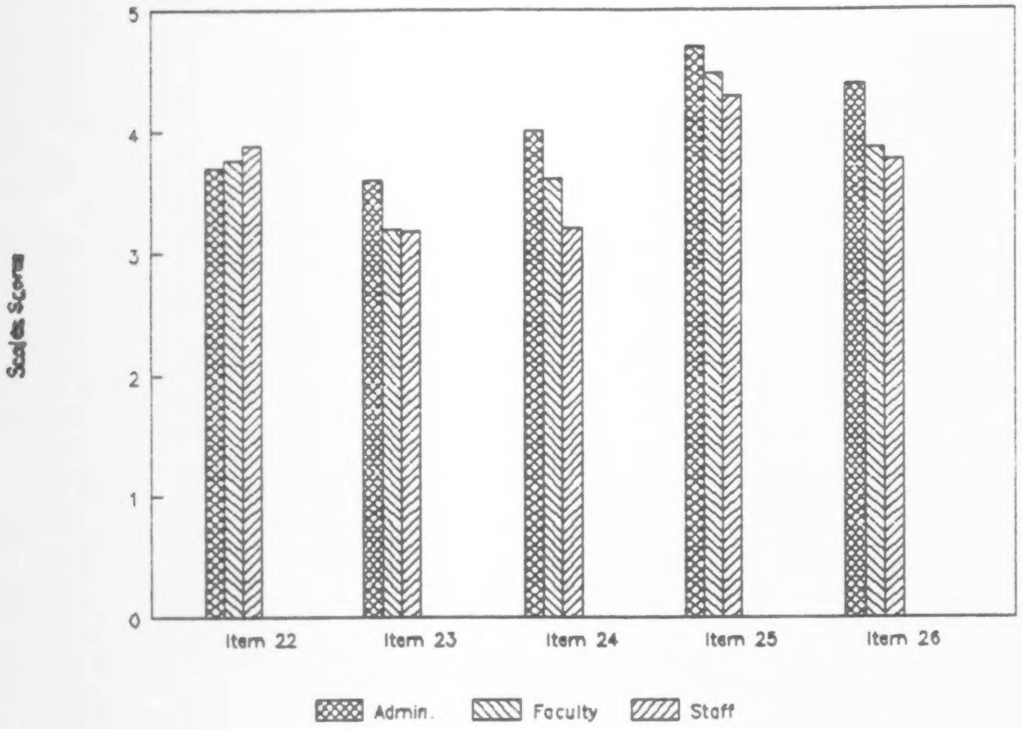

TABLE 6

ITEM	*Administrators*	*Faculty*	*Staff*
22. Secure in Position	3.70	3.77	3.88
23. Satisfactied with Energy Expenditure	3.60	3.20	3.18
24. Satisfied with Professional Goals	4.00	3.61	3.21
25. Personality Matches Job	4.70	4.48	4.29 *
26. Accomplish Worthwhile Things	4.40	3.86	3.76

NOTE: * Denotes significance at the .05 level

FIGURE 7

GENERAL QUESTIONS ITEM SCORES

BY PERSONNEL CLASSIFICATION

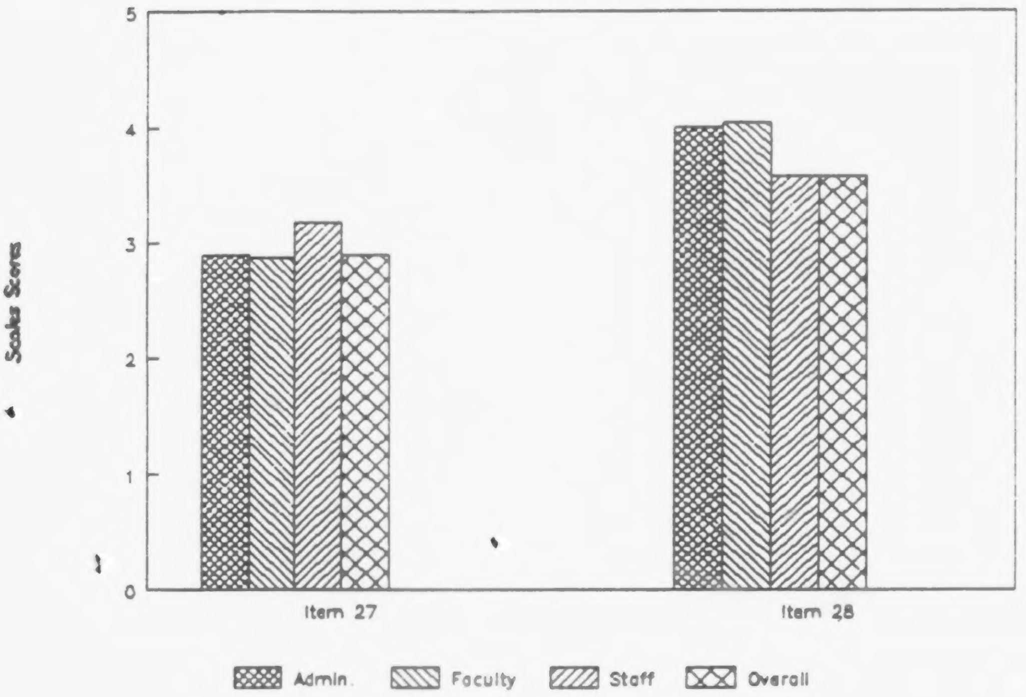

TABLE 7

ITEM	*Administrators*	*Faculty*	*Staff*	*Overall*
27. Improved Climate	2.89	2.86	3.17	2.89
28. More Professional Development Opportunities	4.00	4.04	3.57	3.58

FIGURE 8

COLLEGE CLIMATE SURVEY

MEANS BY EMPLOYEE CLASSIFICATION

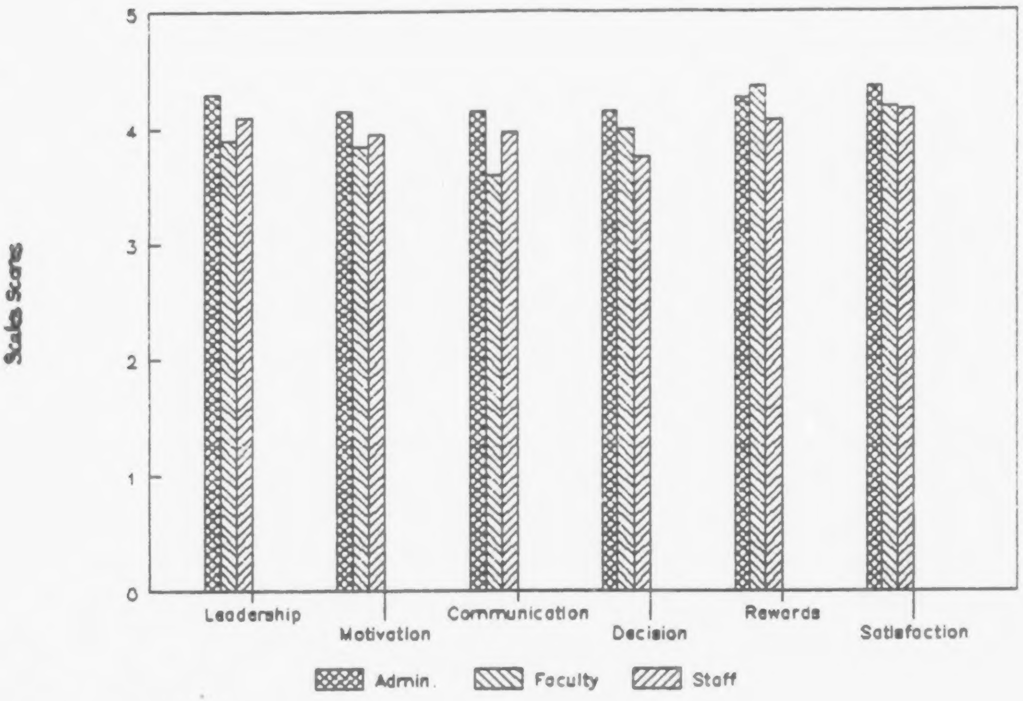

TABLE 8

GROUP MEANS	***Administrators***	***Faculty***	***Staff***
Leadership	4.30	3.89	4.09
Motivation	4.15	3.84	3.95
Communication	4.14	3.59	3.96
Decision	4.15	3.99	3.75
Rewards	4.26	4.35	4.07
Satisfaction	4.36	4.18	4.16

FIGURE 9
COLLEGE CLIMATE SURVEY
OVERALL MEANS BY PERSONNEL CLASSIFICATION
(USING AVERAGES OF QUESTIONS 1-26)

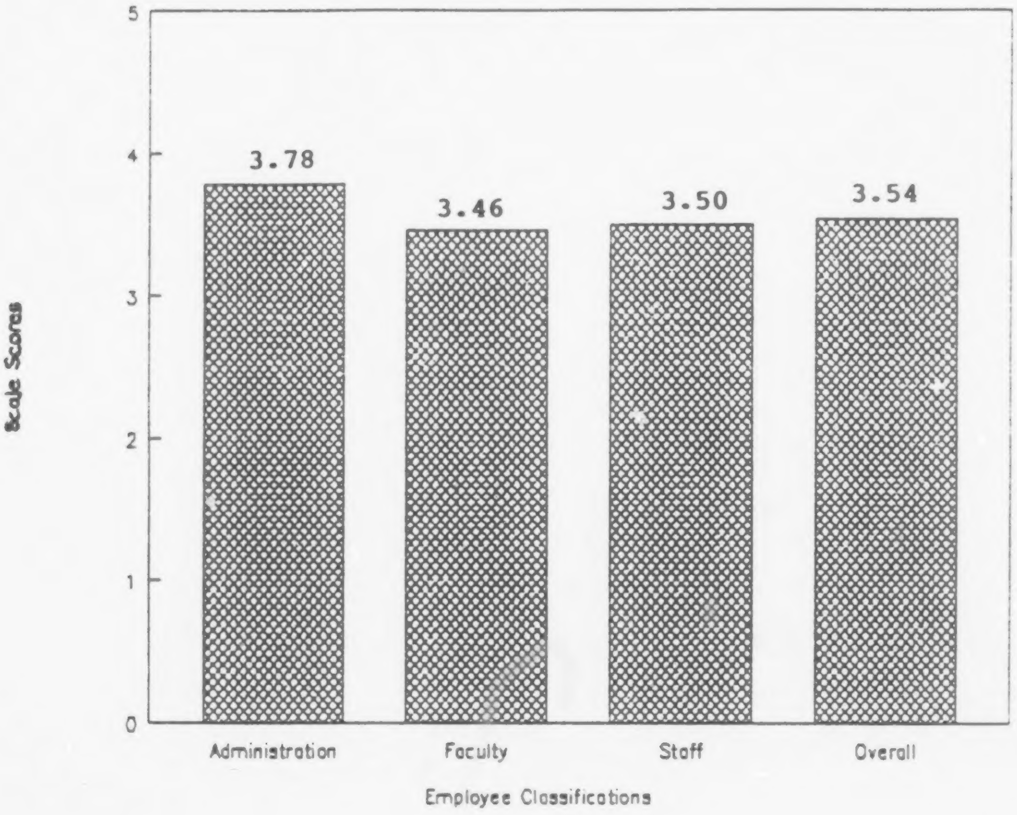

TABLE 9

CLASSIFICATION	***MEAN***
Administration	3.78
Faculty	3.46
Staff	3.50
Overall	3.54

Measuring Mandated Institutional Performance in New Jersey: A National Model

Measuring Mandated Institutional Performance in New Jersey: A National Model

Robert C. Messina, Jr., President
Alice C. Fagans, Assistant to Vice President

Burlington County College

INTRODUCTION

State assessment mandates vary in content, in the amount of resources committed, and in the breadth of the political initiative. Peter Ewell cited New Jersey's assessment initiative, the College Outcomes Evaluation Program (COEP), as one of the most extensive, visible, and proactive state assessment mandates.

The New Jersey Board of Higher Education created the College Outcomes Evaluation Program (COEP) in June of 1985. The primary reason was to evaluate how higher education is performing in New Jersey and to act as a catalyst for change. COEP is now in its fourth year. The reactions of the institutions and their faculties ranged from strong opposition to very supportive.

This presentation will focus on the history, rationale and development of the New Jersey College Outcomes Evaluation Program (COEP) including the controversial General Intellectual Skills Test (GIS). In addition, we will describe how our institution, Burlington County College, is meeting the New Jersey challenge. Most importantly we will focus on some of the issues that exist at our own institution and throughout the state of New Jersey.

HISTORY

When the Board of Higher Education created COEP, it established the College Outcomes Evaluation Program (COEP) Advisory Committee and charged it with the development of a comprehensive assessment program including the development of a sophomore test of critical thinking, quantitative reasoning, and verbal skills. (New Jersey Department of Higher Education, 1987, pgs. iii)

Three other prior state initiative's provided the emphasis for outcomes assessment and the framework for the development and implementation of COEP. These initiatives include the Education Opportunity Fund (begun in the late sixties), the New Jersey College Basic Skills Assessment Program (1977) and the Joint Statewide Task Force on Pre-College Preparation (1983). All of the programs, particularly the New Jersey College Basic Skills Program, include a state wide assessment component.

In 1986 former Governor Kean challenged the higher education institutions to demonstrate the need for state support. The Challenge Grant program of which assessment was an important component was established. Such grants have provided millions of dollars to upgrade education in New Jersey public colleges and universities. (New Jersey Department of Higher Education, 1987, pg. 2)

Another impetus for outcomes assessment comes from the Middle States Accreditation Association. Since the early eighties, the Middle States Association Commission of Higher Education has advocated outcomes assessment. (Middle States Association Commission of Higher Education, 1981, pg. 20) The accreditation guidelines encourage institutions, within the parameters of its philosophy, mission, and goals, to measures effectiveness in terms of outcomes. The COEP initiative was developed by the COEP council to complement the accreditation process and not as an additional assessment project. COEP timelines parallel the institutional accreditation timelines.

RATIONALE/PRINCIPLES

The COEP Advisory Committee developed a set of principles to guide their work in the development of the assessment program. The principles are

A. Diversity is a cornerstone of American higher education. The New Jersey system is committed to maintaining the strengths of diversity.

B. "A focus on outcomes permits common methods of assessment without undermining autonomy and diversity of programs and institutions." (COEP, 1987, pg. 7)

C. A broad-based program with multiple outcome variables, multiple methods of data collection and analysis are vital to understanding the accomplishments of the New Jersey colleges and universities.

D. A long-term approach is necessary to demonstrate progress.

E. The information collected should be useful to the institution.

F. The program must be comprehensive and flexible to capture the variety of impacts that higher education has on the state. (New Jersey Department of Higher Education, 1987, pgs. 6-8)

DEVELOPMENT

After its first meeting, the COEP Advisory Council realized that the scope of the project was more than the twenty-three member committee could handle. In late 1985, the COEP Advisory Council formed four subcommittees. The subcommittees included:

1. Student Learning
2. Student Development and Post Collegiate Activities
3. Research Scholarship and Creative Expression
4. Community/Society Outcomes

These subcommittees were composed of faculty, students, and administrators from the New Jersey colleges and universities. Representatives of the private business sector also served on these subcommittees. The subcommittees provided regular progress reports to the COEP Advisory Council. (New Jersey Department of Higher Education, 1987, pgs. 5-6)

The COEP Advisory, after two years of work reviewing interim reports and final reports of the subcommittees made the following recommendations: (New Jersey Department of Higher Education, 1987, pgs. IV-V)

1. A common statewide assessment of general intellectual skills should be developed for use by each institution.

2. Each institution should assess the specific outcomes of its general education program.

3. Faculty in each program, department, or discipline should assess students' learning in each major course of study prior to graduation.

4. Student development should be assessed at each institution using common statewide definitions for each of the following indicators:

    --retention rates
    --program completion rates
    --grade point averages
    --credit completion ratios
    --licensure/certification exam results
    --post-collegiate activities

5. Each institution should assess both the personal development of its students and the degree of their satisfaction/involvement with their institutions.

6. Each institution should assess the outcomes of its efforts in the areas of research, scholarship, and creative expression.

7. Using common statewide definitions, each institution should assess its success in providing access and meeting the human resource needs of its population, as well as appraising its economic impact on the community.

8. Based upon its mission and goals, each institution should assess its particular impacts on the community it serves.

9. Provide all institutions with additional funding, guidelines and criteria, and technical assistance needed to carry out these recommendations.

10. In all of these matters, involve faculty and administrators intimately in the process with a goal of commitment, not mere compliance. In this

regard, create a standing broad-based COEP Council to continue the development of these efforts, oversee the collection and analysis of the information, and report regularly to the Board of Higher Education.

STRUCTURE AND PURPOSE OF COEP

The Board of Higher Education established the COEP Council as recommended. The council formed four subcommittees--General Intellectual Skills; Student Learning and Development; Research, Scholarship, and Creative Expression; and Community/Society Impact. These subcommittees are composed of faculty and administrators from the colleges and universities. It is at these meetings that debate is held on resolution of problems, recommendations for policy are formulated and information is shared.

The purpose of the COEP initiative is twofold, accountability and institutional improvement. The former places the responsibility for the worthiness of public support for funding and resources on the institution. The latter however, provides the framework for institutions to gathering information from which to improve higher education services to its students and the society. The state role in the process will be to evaluate the institutional performance and to play a role in the assessment process. This role would include collecting and evaluating information, reporting to the public, providing guidelines and acting as a catalyst. (New Jersey Department of Higher Education 1987, pgs. 7-8) Much of the negative reactions to COEP stem from the fear that the state will play too great a role and therefore limit institutional autonomy.

BURLINGTON COUNTY COLLEGES RESPONSE TO THE COEP INITIATIVE

Background

When Burlington County College began its institutional life in 1969, it did so as a fully-accredited experimental college. The one characteristic that distinguished the college was its avowed determination to use the "Systems Approach" as the basis of its instructional philosophy. In the systems approach as it was originally conceived the faculty would

1. Specify what is to be learned in the form of written behavioral learning objectives
2. Conduct learning experiences
3. Evaluate for success
4. Revise as necessary, correcting unsuccessful assumptions and planning alternate learning strategies

A recent survey of faculty conducted during Burlington's Middle States accreditation review, provides an assessment of the degree to which faculty are still committed to the systems approach. We found that the majority of the faculty presently implement the first aspects of the systems approach, specifying what is to be learned in written objectives. However, there was variability in the nature and type of learning experiences used by faculty. In addition to the variation in the type of learning experiences, there was variation in how faculty evaluate for success. It was concluded, based on the results of the questionnaire, that the majority of the faculty implement the basic elements of the systems approach as it was originally conceived.

COEP has essentially the same steps but focuses on institutions and programs rather than specific courses. COEP requires that each institution develop specific outcome objectives for student learning activities, for student development activities, for access activities, for community/society impact activities, and for the activities consistent with the college goals. Secondly, each institution must develop a plan for the assessment of its success in achieving these outcomes. The institution would then conduct the assessment and analyze the results. Based on the results, the institution could modify the outcomes and or the activities.

BCC Approach and Structure

Since the planning stages for COEP occurred during the development of the Middle States Accreditation Self-study, Burlington decided that the charges for each self-study subcommittee would include one or more objectives which addressed the COEP guidelines. Existing college wide committees were used as the subcommittees rather than create new committees. When the Middle States review was completed, the structure was modified slightly to continue to meet the COEP guidelines. The structure includes the College Outcomes Steering Committee which coordinates and reviews the efforts of five subcommittees. The subcommittees include General Education, Program Major, Student Development, Access to College Programs, and Mission and Goals.

In order to facilitate the work, guidelines were written for the steering committee and each subcommittee. The guidelines included the committee purpose, membership, objectives, outcome, activities, and timeline. The preparation of the guidelines for all of the committees was effective because committee time was not wasted deciding what the committee was supposed to do. However, committees reviewed the guidelines and were permitted to make modifications.

The Burlington County Colleges COEP Report

The 1988-89 Report to the New Jersey Department of Higher Education followed the guidelines established by the COEP Council. These guidelines required that each institution define terms, develop goals, develop outcome objectives for each goal, develop method of assessment for each goal, conduct the assessment, evaluate for success and then revise and improve. In this report, the colleges were required to complete the definitions of terms; develop goals and outcome objectives for each goal for general education; 20 percent of the majors; student development, satisfaction, and involvement; mission and goals, and access. In addition, institutions conducting Middle States Accreditation Review were required to determine the economic impact of the college on the geographic area served. The report includes a large number of outcome objectives for all of the areas mentioned above.

Sample outcome objectives will be given in the presentation. Outcome objectives should use action verbs when describing an outcome behavior. For example, the objective, "The student must know the three causes of the Civil War" is not an outcome objective. How do we know that the student can do this? What behavior would demonstrate this objective? Once these questions are answered the objective might be rewritten as follows: The student must be able to list three causes of the Civil War.

Each outcome objective should begin with "the student will be able to ...." The use of "may" instead of "will" or must" is inappropriate for outcome objectives. The word "may" gives the impression of uncertainty. Suppose your roof on your home leaked. You received estimates from two roofers. One said that the new roof would not leak and the other said that the new roof may not leak. Which roofer would you be more confident about?

BCC Change Strategies

It was and still is a slow arduous task to get and maintain interest in the outcomes project. However, the state requirements had to be met and reports completed. Some of the strategies implemented on the campus which facilitated the process included educating the faculty, students, staff, and administration about the COEP initiatives and the role of outcomes assessment in improving Burlington County College, linking the outcomes to the familiar (systems approach described earlier in this section), involving key individuals in various aspects of the process in the institution and at the state level, support and commitment from the President of the college, and designation of one individual on the campus who is responsible for the outcomes project and the implementation of COEP.

Institutional Issues at Burlington

Burlington County College is faced with several institutional issues for which outcomes assessment would provide information for resolution. These issues are not unique to Burlington. Most institutions in the United States are also facing these concerns. These issues include

1. Adjunct vs full-time faculty
2. Nature of the program (Arts vs Science)
3. Resistance to change
4. Changing student values and skills
5. Diversity in the classroom

The resolution of these issues will be accomplished through the outcome assessment program. For each issue, the college will develop goals and outcome objectives, establish methods for assessing success, conduct assessment, and evaluate the results.

COMPARISON OF NEW JERSEY MODEL AND OTHER STATE MODELS

According to Ewell and Boyer, in their article titled, "Acting Out State-Mandated Assessment" (Change, 1988), the number of states requiring colleges and universities to implement assessment programs is growing. They found that these programs vary considerably on content, economic and political context, type of common standardized testing requirements, and communication problems.

Common Standardized Testing Requirements

In Missouri, Northern Missouri State University (NMSU) administers the ACT Assessment, ACT-COMP, or GRE at several points throughout the student's educational career. When supplemented with survey data on student, faculty, alumni and employers attitudes, Northern has a snapshot of the impact of NMSU education. (New Jersey Department of Higher Education, 1987, pg. 3)

Tennessee also has a value-added testing program similar to the Missouri program. The University of Knoxville (UTK) administers the ACT-COMP to freshmen and seniors. Seniors are also evaluated in their major field. In addition to the testing, student opinion surveys are given. (New Jersey Department of Higher Education, 1987, pg. 3)

Florida and Georgia have mandated a gateway (or "rising junior") exam for all sophomores. Sophomores must pass the test before receiving an associate degree at a two-year college or continuing as a junior in a four year college.

A rising junior exam places the responsibility for student success on the individual student and less responsibility on the institutions. Both the Florida CLAST assessment and Georgia Regents are tests of basic skills. (New Jersey Department of Higher Education, 1987, pg. 4)

New Jersey developed the General Intellectual Skills GIS assessment, a unique assessment instrument which abandons the traditionally multiple choice questions for essay and short answer questions. The emphasis is on measuring the students ability to think critically and to use information rather than know information. The GIS is not a rising junior or gateway test. It is designed to assess groups of students, not individual students. By the fall of 1991 the GIS will be administered to freshman and sophomores. This will permit institutions to assess the impact that they have had on the development of the student's general intellectual skills. (New Jersey Department of Higher Education, Spring, 1990)

Funding

The states of Virginia and Tennessee have linked funding to the colleges and universities to the assessment results. The New Jersey program although mandated is not linked to state funding to the institutions. Colorado, Connecticut, Illinois, Minnesota, Missouri, South Dakota and Virginia have requested that their institutions of higher education strengthen their outcome assessment programs. However, no specific details were mandated. (Ewell & Boyer, 1988, pg. 42)

Timeline

In many states there was a conflict between the academic and political timetables. For example in Virginia, an incentive package was available to faculty for the development of assessment programs. However, few faculty had the opportunity to participate, because the funding requests came over the summer when faculty are not usually on campus. (Ewell & Boyer, 1988, pg. 44)

The New Jersey timetable is consistent with the academic calendar. The table is such that the committee work and workshops can be conducted during the academic year. The timetable is tight. However, the time parameters were made available almost three years prior to the implementation of COEP.

Communication

Ewell and Boyer found that of the five states that they surveyed there was frequently a knowledge gap as a result of the nature and type of communication. For example in Virginia a communication went out with the words "quantitative, non-anecdotal" evidence. That was interpreted to mean nationally normed cognitive tests by the institutions. However, that was not what the state meant. Another example of communication problems cited by Ewell and Boyer took place in Colorado. In a communication to colleges and universities, the state of Colorado used the word "accountability" in the sense that it used accountability in K-12 communication. This created confusion because accountability in the K-12 level means just the opposite in higher education. Missouri communicated much of the guidelines by way of mouth. (Ewell & Boyer, 1988, pg. 43)

In New Jersey, communication was handled through regular and clear correspondence. Correspondence was sent to the President, each institutions COEP liaison and GIS coordinator. Communication also took place through the advisory committees. The advisory committees include faculty, administrators and business persons. According to Ewell and Boyer with all of the advisory committees and the frequent communication, there is still a strong feeling that COEP is the Chancellor and his staff's creation.

SOPHOMORE ASSESSMENT OF CRITICAL THINKING

The first General Intellectual Skills Assessment (GIS) was administered between March 5 and March 16, 1990. Each institution was required to test between 200-300 student who completed 45-70 credits. Participation ranged from 3 students tested on one campus to 325 students tested.

The GIS assessment measures the general intellectual skills of gathering information, analyzing information, presenting information and quantitative reasoning. The assessment was composed of seven tasks which were developed by Educational Testing Service (ETS). ETS used faculty, outside consultants, special validity panel of professionals in higher education, and business were involved in the developmental stages. Students taking the GIS receive only one of the seven tasks.

The students do not need any prior knowledge of the task topic; all of the information needed to complete the task is presented to the student with the task. Each task includes a series of questions or problems which direct the students toward a solution or conclusion. The tasks use information from the humanities and arts, the social sciences, and the natural sciences. Sample tasks are described in the handout titled, "General Intellectual Skills (GIS) Information Bulletin" pages 4 & 5.

Before the mandated administration of the test, a field test and two pilots, were given to more than 5000 students at 25 New Jersey colleges and universities between April, 1988, and April, 1989. These pilots provided sufficient data to refine the tasks and to perform statistical and psychometric analyses. (Educational Testing Service, 1989, pgs. 18-30)

The reliability and validity have been assessed and met the satisfaction of the Educational Testing Service (ETS), the GIS Committee, and the COEP Council. The COEP Council and the GIS Committee agreed that reliability for this type of test would be lower than it would for a multiple choice test and were willing to accept this because of the validity of this type of test. Validity analyses showed that the tasks on the test represent the kinds of things that all college students should learn to do. (Educational Testing Service, 1989, pgs. 31-48)

Results of the first test were presented to the Board of Higher Education June 15,1990. The information is reported by total number of students and by sectors, community colleges, state colleges, Rutgers University, and New Jersey University of Medicine and Dentistry. It was agreed that the information would not be reported to the board by individual institution because it was the first administration of the test and that there was a question about the representativeness of the sample of sophomores from the institutions.

This has been a highly controversial endeavor. Problems include:

1. Motivating students to take the test
2. Use of the results
3. Controversy over the nature of the test
4. Cost of scoring
5. Lack of cooperation by faculty on some campuses
6. Representativeness of the sample tested

CONCERNS ABOUT COEP

The reactions to the COEP initiative, particularly the General Intellectual Skills assessment, center around the following questions:

1. How will the data be used?

2. How will the data be reported?

3. What is the commitment to future funding for assessment, particularly for community colleges?

4. What is the validity of publicly released figures?

5. What are the implication of the school takeover mandate and lack of compliance with the assessment initiative?

CONCLUSION

Because of the level of state involvement in the process, the comprehensive and magnitude of the initiative, campus resources have been strained. The fear of how the information will be reported to the public is the major concern of the faculty, students, and administration. The COEP project is new. However, it is designed so institutions can influence its further development. Institutions who take the position that they will use the information to improve the quality of services to the students and the community will find the efforts useful. Burlington County College has taken this approach. Next year will be the first year in the COEP timeline that actual results will be reported. We are looking forward to analyzing this data and using the information to address campus concerns.

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Improving the Effectiveness of Student Development Services

Improving the Effectiveness of Student Development Services
Through Assessment and Organizational Development

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INTRODUCTION

Analyzing the effectiveness of any large community college is a complicated process. The multi-campus enterprise, the existence of a comprehensive philosophy and mission, the pursuit of goals which stretch from traditional liberal arts to specialized work force training, and the variety of the market segments served, further compound the complexity. These complications are particularly true for student development services.

The effectiveness of J. Sargeant Reynolds Community College (JSRCC) is recognized as the responsibility of every member of the College's staff, from the professor in the classroom to the president. Since its founding in 1972, the College has seriously approached both tasks, faithfully fulfilling its multi-faceted mission and continuously studying its effectiveness. From its recent visit for reaffirmation of accreditation, the College was cited for the quality and depth of its institutional assessment and for the strength of its effectiveness efforts and outcomes.

Planning and evaluation at J. Sargeant Reynolds Community College are the major components of this two-fold task--fulfilling the mission and evaluating success. Institutional research has always served as an important adjunct to these components, providing the data necessary for sound planning and effective evaluation. Key college administrators and the institution's most important committees focus directly on planning, evaluation, and research. Institutional policies and procedures guarantee that planning and evaluation remain an ongoing part of the College's operations.

STRATEGIC MASTER PLANS

The development and publication of the College's five-year master plans have been a regular part of the planning process since 1975. Each master plan relates the College's history and an overview of the campuses, along with a profile of the service area, students, faculty, and programs. A detailed description of the College's service area, with specific demographic and economic data, precedes a statement of the College's goals. All flow from an analysis of community needs and a review of institutional mission and the statement of purpose.

The current master plan covers years 1988-1994 and provides for outcomes in four specific college-wide goal areas: Quality Education, Accessibility, College/Community Partnership, and as critical to this paper, Student

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Development. The expected outcomes respond to the assessment and to the major issues facing the College.

The College relied upon a highly participative process in developing the outcomes and the implementation strategies for the goals. Representative groups of faculty, staff, students, and the community used a concentrated two-day period to propose the outcomes and the strategies by which each goal might be achieved. Drafts were shared college-wide and officially considered by the Planning and Institutional Effectiveness Committee during 1988-89. Particular consideration was given to the AACJC plan on Building Communities and to the long-range plan of the Virginia Community College System, titled Toward the Year 2000. The latter resulted from a three-day statewide planning charette held in Richmond in fall 1988 and initiated by the Chancellor and the State Board for Community Colleges. The resulting drafts were reviewed in focus group sessions during the fall 1989 college convocation and adopted.

PURPOSE OF PRESENTATION

The 1988-1994 master plan for JSRCC does set strategic goals and outcomes for student development. The College determined, however, that a need existed for a greater specificity of direction in setting its future for student development and for allocating human resources to student services at the campuses.

As a result, J. Sargeant Reynolds Community College has turned to the techniques of organizational development, formal marketing, functional analysis, workload analysis and role differentiation, and market segmentation to create a comprehensive Organizational Development Plan for Student Development Services.

The purpose of this presentation is to describe the processes used in preparing this Organizational Development Plan (OD Plan) and the various outcomes, results, and components of the document. Particular attention is given to the analysis made of counseling services.

CONCERN FOR STUDENT DEVELOPMENT

Probably no other major area or function within the community college has been as closely scrutinized, and perhaps ridiculed, as that of "student development." As recently as April of this year, a Richmond newspaper editorial offered that Virginia's colleges could save sufficient dollars to meet the state's revenue forecast shortages by eliminating counseling services.

Several professional journals and newsletters argue that "counseling" is on the brink of extinction at community colleges. Some institutions, in fact, boast of being in the process of reducing the number of professional counselors. Clearly, such efforts threaten the continuing viability of the counseling profession and, hence, all of student development. Yet such actions suggest the state of the field and give us cause for serious assessment.

Ruth Shaw, President of North Carolina's Central Piedmont Community College, raised questions in a July 1987 speech on "Sharing Success" delivered before the League of Innovation in the Community Colleges. Her address was recognized by the AACJC President's Academy as a best publication and was featured in the February/March 1989 issue of the AACJC Journal. Dr. Shaw notes recent efforts by student development practitioners to examine their profession rigorously: "If student development professionals are to build a strong future that will assure student success, they must bid adieu to empty arguments about identity, name, whether to serve students or the institution, and the like." (page 47) She argues that the profession cannot change the perception of others with regard to student development, but the profession **can** change what it is doing and influence others to change that attitude.

Within Virginia and JSRCC, similar concerns exist with regard to the place and direction of student development services. A few years ago, many of the system's community colleges collapsed the student development leadership function with the academic function into a single campus dean. The consequence, arguably, is far less attention given to issues of student development in deference to instructional matters. The result is leadership employed by the colleges for the dean position with an academic background rather than student development. Further, student development issues typically concentrate on matters of financial aid, veterans services, records retention, and registration processing, ignoring matters of counseling, human and adult development, student leadership, and human relations.

J. Sargeant Reynolds Community College, until 1988, had essentially operated its three campuses as three separate institutions, each with its own respective array of student development functions and services. There was no mechanism for coordination, and the campus deans of student services frequently had their responsibilities siphoned into other areas considered "more pressing" to the daily operation of the campuses, including buildings and grounds, security, and assistant provost. The functions of admissions, registration and records, financial aid, and veterans educational services had been centralized in 1987 and pulled away from the campuses, leaving on-campus offices supervised by central directors.

With this background and situation, it was the right time for the College to re-examine student development from a different perspective.

ASSUMPTIONS FOR CHANGE

In initiating our review of student development services and of all student service related functions at JSRCC, the following issues were identified from the assessment as requiring organizational attention:

1. Greater overall coordination of the various student services functions and activities;

2. Improved integration of campus-based and college-wide (e.g., centralized) services;

3. Greater availability of existing and planned student services for all students, regardless of the campus of enrollment;

4. More attention college-wide to the needs of special student populations;

5. Greater overall leadership within the College in student development;

6. Greater specificity with regard to the differentiation of needs for counseling services according to the various market segments; and

7. Greater specification of accountability for student development services.

STATEMENT OF PURPOSE AND MISSION

The assessment effort began in January 1989, with a focused discussion of the overall purpose and mission of what the College at that time called "student services." Recall the scene in the movie, "Dead Poets Society," when the teacher, Robin Williams, literally stands on top of his desk in order to persuade his students to see things from a different perspective. That is exactly what happened at the all-day retreat--we stood on desks high above our normal plane of vision in order to look at "student services" from a different perspective. That is not easy because this involved professionals who are well educated and highly experienced, who maintain a certain perspective, and who had adopted a rather traditional, residence-based, student services model rather than any sort of differentiated services model. And, Virginia is not exactly known for its fondness for change, much less a different perspective.

We have all heard the expression, "However it is that you think, you have worked all of your life to think that way." Somehow, we had to acknowledge all that had been accomplished over the years but position the College to consider other alternatives, and other perspectives, in order to move forward.

There are several important aspects of the revised statement of purpose we prepared as a result of this assessment. One is the recognized need to "integrate" the various educational experiences to meet the "life skill" needs and interests of students, faculty, staff, and the community. In addition, "quality of life," "building community within and beyond the College," and "self-determination and self-direction" are key concepts that were a struggle to consider. As added, those comments reflect dramatic changes from our historical student services model. For the College, at this time at least, such aspects were critical and continue to be as we position ourselves for the year 2000.

ORGANIZATIONAL MODEL

While several options were considered, the one arrived at did not appreciably change the reporting relationships of the current structure for student services personnel at the campuses and at the College. The model did incorporate adjustments in the respective roles of these individuals.

A key change was the establishment of college-wide functional leadership for each campus dean of student development services. This model followed from the instructional model in place at the College and adopted earlier in 1989 for various program "clusters" and from a college-wide perspective. Accordingly, each of the five student development leaders (three deans and two directors) was reassigned to provide college-wide leadership, guidance, and coordination for one of five defined specialty areas:

Student Entry Assessment and Enrollment Services:

The determination, use and validation of entry testing and assessment instruments, skills course placement, and entry advising, and the planning and coordination of enrollment development services and strategies.

Student and College Life Services:

The development of campus, college, and community-based programs and services for students and the College community which are co- and extra-curricular and which are designed to further the involvement of students.

Student Counseling and Advising Services:

The development of counseling and advising programs and services for students to meet their College goals and interests and their current and future life and work goals.

Student Admissions and Records Services:

The development and use of systems and operations for the processing of student admissions and registration and for the maintenance and retention of student records and reports.

Student Financial Aid and Veterans Services:

The development and use of systems and operations for the processing of student financial aid and assistance and for the maintenance and retention of student records and reports.

GOALS AND OBJECTIVES

Following from the new statement of purpose and mission and the initiation of the functional analysis, the process then led to the identification and definition of twelve ongoing goals for student development services and the formulation of an array of objectives for each of the twelve goal areas.

1. Access: To provide admission, registration, advising and counseling services, and other support services to meet student needs for access to the institution and to college education.

2. Personal Development: To provide counseling, informational, and support services to meet the personal developmental needs of a diverse student population.

3. Transitioning: To provide counseling and information services designed to assist students in transitioning to the next educational, employment, and life experiences.

4. Marketing: To provide institutional leadership in the development and implementation of formal marketing planning, including recruitment and retention strategies and activities.

5. Student Records: To provide effective systems for accurately recording, maintaining, and retrieving student records.

6. Financial Assistance: To assist students with attaining the financial resources needed to attend JSRCC, to manage the College's student financial aid and veteran's assistance programs, and to ensure fiscal accountability for financial aid funds.

7. Student Support Services: To provide a comprehensive Student Support Services Program for disadvantaged college students to enhance their potential for successful enrollment and completion of postsecondary education.

8. Talent Search Services: To provide Talent Search program services designed to encourage eligible participants with potential for postsecondary education to complete secondary school and pursue a postsecondary education.

9. Learning Environment: To promote a positive learning environment which recognizes multi-cultural differences, diverse learning styles, and the life-skill needs and interests of students, faculty, staff, and the community.

10. Student Involvement: To provide for student involvement in the decision making and governance of the College, particularly in planning, fiscal management, policy and curriculum development, academic standards, and student life.

11. Self-Direction and Self-Determination: To design student development programs and services to promote the human growth outcomes of self-direction and self-determination.

12. Accountability and Effectiveness: To maximize the effectiveness and accountability of student development functions and operating practices that occur at each campus and college-wide.

These processes--formulation of mission, purpose, goal, and objectives--are not unusual and certainly do not distinguish JSRCC's Organizational

Development Plan. What made the effort special was the fact that through the OD Plan, the College began the process at "square one" rather than assuming anything about student services, including the title itself. We struggled at length on what to call this major functional area within the College and settled on "Student Development Services" after much deliberation on alternative and considerable time spent "standing on desks."

SPECIALTY AREAS AND FUNCTIONS

As noted previously, the College identified five major specialty areas for the organizational model. Within each area, the OD Plan enabled the development of specific functions responsive to each area. Overall, 75 discrete functions were identified, defined, and sorted across the five specialty areas. This delineation provided further description and depiction of the functions and enabled careful scrutiny of the services actually provided.

COLLEGE-WIDE LEADERSHIP ROLES AND RESPONSIBILITIES

The Description of Role and Responsibilities (job descriptions) for each of the College's student development leaders was reviewed and modified significantly through the OD planning process. Of particular note is the delineation of responsibilities that the administrator has college-wide for the designated specialty area. This delineation has enabled the College to arrive at "college-wide" leadership--i.e., some one person is responsible. With three people responsible, one at each campus, in essence, no one was fully responsible. The functional analysis enabled the differentiation of those tasks and the assignment of an administrator to a particular college-wide role.

INTEGRATION OF CAMPUS-BASED STUDENT DEVELOPMENT SERVICES

As noted previously, a major area of concern was the integration and coordination of all campus-based student development services. The Office of Admissions and Records and the Office of Financial Aid have been centralized for a few years but with support staff at the respective campuses. The planning determined that this centralization was effective and should continue. Since the campus dean has the campus as the primary assignment while the College director has the full college as the focus, it was necessary to set a context for how these campus-based services would function. Accordingly, the OD Plan enabled JSRCC to identify the specific responsibilities for the campus dean pertaining to the Office of Admissions and Records and the Office of Financial Aid. The Description(s) of Role and Responsibilities for all these officers were changed accordingly.

STATEMENT OF PHILOSOPHY FOR STUDENT ACCESS

In considering the College's annual student assessment report of June 1989, it became obvious that there was inconsistency among College staff with regard to a philosophy for student success. While not unusual, the inconsistency made several college-wide tasks at cross-purposes.

Different individual philosophies for student success greatly influence leadership directions, procedures, and practices for entry testing, student assessment, course placement, dealing with high risk students, course standards, and developmental studies placement. The College agreed that, as part of the OD Plan, there would be an effort made to develop an overall statement of philosophy with regard to student access.

The statement itself was in the formative and discussion stages for six productive months. In addition to the philosophy, the statement adopted sets forth five commitments for student access and success. (See **Exhibit A**)

COUNSELING SERVICES ANALYSES

As mentioned previously, the most difficult aspect of the OD Plan was to have the student development leaders, in fact all of us, approach the work from a different perspective. This was particularly true with regard to counseling. We decided, therefore, to approach the counseling functions through a formal market segmentation and functional analysis. It is important that I share with you the process used for this discussion because it illustrates the importance of that process to affect change as much as the actual products resulting from the efforts. It was important in this full effort to have people reflect and, frankly, change their way of thinking and even their values. That is not easily accomplished.

Identification of Market Segments

A subgroup of three counselors and the College's research and curricular planning officer were asked to divide the current student population into homogeneous segments and to develop specific descriptive characteristics for each segment. We deliberately included an individual in the group who was not a counselor in order to bring credibility to the task (i.e., not just have counselors look at themselves) and to ensure an important linkage between student development services and the College's academic and instructional functions.

The market segments were identified as:

Students on Academic Warning - Students who fail to make a grade point average of 2.0 for any one semester or who fail any course.

Students on Academic Probation - Students who fail to maintain a cumulative grade point average of 1.50 after attempting twelve semester credit hours.

Social Services/ADC Clients - Persons currently receiving services and benefits under Aid to Dependent Children programs.

Recent High School Graduates - Students enrolling within one year of high school graduation.

"Ability to Benefit" Students - Students not having high school diploma or G.E.D. and admitted under special provisions.

Single Parents - Students responsible for the sole support of their minor children.

Business and Industry Sponsored Students - Students funded by employers and directed to take specified courses.

Black Males - Male individuals of African-American descent.

Older Students - Students 25 years or older.

International Students - Students classified by the Admissions Office as non-citizens of the United States.

Prison Inmate Students - Individuals incarcerated in an institution for a period of longer than one year as served by the College.

Developmental Students - Students recommended for two or more of the following developmental courses: ENG 01, ENG 03, ENG 04, MTH 02.

Learning Disabled Students - Students diagnosed and/or treated as having a learning disability.

The homogeneous groups identified are certainly not exhaustive or inclusive. Greater refinements may have been possible and even desirable, and other segmenting dimensions might be more appropriate for other colleges. Some are primary or secondary markets; others are target markets. Also, a given student clearly might fall into more than one category. The approach, however, was to avoid becoming so involved with precision in the segmentation to the point where the purpose of the project was overshadowed. And, it was important for the counselors to identify the segments and be comfortable with the results.

Segment Characteristics and Identification of Services

The next step in the process was to use the sense of direction and purpose in order to define representative characteristics and identify specific services for each of the thirteen segments of students. That process took several months in order to arrive at a functional description of the array of counseling services. The analysis focused upon identification of the "Level of Need" for each of the counseling services: the services Required (R) by each of the segmented groups, the services Needed (N), and the services Desired (D), with the latter being inclusive of those services if resources were not at issue.

The counseling staff also identified the type of personnel who would carry out the respective tasks: Counselor (professional with a masters degree), Technician (para-professional with a baccalaureate in an appropriate discipline), or Other. The latter category of staffing was inclusive of faculty, clerical support, student services, and student assistant staffing--non full-time staff. Note again that this matrix delineation was developed entirely by the counselors, which caused a tremendous introspection into their own work. (**Exhibit B** is the analysis for the "Black Males" and "Older Student" segments.)

Definition and Categorization of Counseling Services

The group then defined each type of specific service and arrayed all the services according to four categories of counseling services--Recruiting, Advising, Advisory, and Human Development. The group assigned a "Level of Need" for each service and the "Type of Personnel" most appropriate to provide the service. (**Exhibit C** provides a description of the four categories of counseling services, the "Level of Need," and the "Type of Personnel.")

The "Advisory" category served to be particularly useful since it changed the parallel tracks of student affairs and academic affairs to become intersecting ones. The "Advisory" area created a great deal of excitement as an avenue by which to assure that counselors and faculty would work together effectively and respectfully to serve students and promote learning.

Delineation of Tasks

The array of counseling services within each of the four categories was broken into very specific tasks. The "tasks delineation" phase enabled the counselors to make the transition from theory to the actual or practical work to be accomplished. (**Exhibit D** provides specifications for the tasks delineated for the "Advisory" area as an illustration of the degree of specificity the counselors accomplished.)

As noted, the level of need (R, N, D) and the type of personnel (C, T, O) were assigned to each service and task within the four counseling areas. As the counseling staff went through the various iterations, the numbers of "C" personnel were changed significantly to identify more tasks for "T" personnel. By having the counselors assign these personnel types, there was the potential for professional biases and the threat of committing self-flagulation--if too many tasks were assigned to technicians. But, the college feels that the counselors looked honestly at what functions can and could be properly carried out by technicians at this time. We can anticipate that more "T" designations will appear, as the analyses continue to be updated, especially if counselors find that their "Advisory" role is expanded to take more of their time, necessitating greater release from the more routine and safe tasks.

Determination of Work Load

The next phase involved determining the numbers of work hours over a period of one year assignable to each task as a "Work Load Indicator." The counselors used existing office records and educated estimates on the amounts of time appropriate. In the "Advisory" area, projected times were used, since these were mainly newly defined activities. Person months were computed based upon 164 working hours per month (40 hours/week and 4.1 week/month). (**Exhibit E** is an example of the work effort for Downtown Campus for the "Recruiting" category of services.)

Results of Counseling Study

The assessment phases up to this point enabled detailed specifications of the array of services for various segments served by the College. The end product, however, was to arrive at an actual staffing resources requirements model. **Exhibit F** summarizes the total person months calculated for the Recruiting, Advising, Advisory, and Human Development efforts for each campus by "Level of Need." **Exhibit G** provides a staff projection as justified by the overall work load analysis. The positions were calculated from person months by dividing the "total months generated by the tasks," by the "annual number of months" associated with the respective position.

The projections of staffing demonstrate a need for 9 counselors at the College's Downtown Campus, 12 at the Parham Road Campus, and 2 at the Western Campus in order to meet the "Required" needs. This is in contrast to the current numbers of positions at our campuses: 5, 6, and 1 respectively.

There have been some other useful results from this study of counseling services. On a pilot basis, the College has adopted a program of counselor/faculty teams resulting from the review of the "Advisory" area. The teams are designed to offer an holistic approach to improve learning for our developmental students by addressing the affective as well as cognitive student needs. Note, too, that the need for this effort came directly from the College's institutional assessment plan.

As a result of this particular activity, too, there is considerable discussion within the College to create more inter-disciplinary curricula to reduce the barriers to learning caused by the artificiality of discipline structures. Similarly, this has prompted a reconsideration and a need for a more seamless organization for learning through the interaction of faculty and counselors. This was a significant by-product of the OD planning, and one which has had considerable impact.

CONCLUSION

It may be indicative of the situation and status of student development services that the Report of the Commission on the Future of Community Colleges, Building Communities, does not mention any substantial role for student affairs in its vision for a new century. George Vaughan, in his books on community college presidency, does not suggest student affairs as a productive pathway to community college leadership, thereby drawing the conclusion that the field may not be attracting our best leaders and managers. And as mentioned for Virginia, many community colleges have combined the role with educational support or academics, have downgraded the position of dean to that of director or coordinator, or have discarded the student development leadership position entirely.

These signs are not encouraging with regard to the future for future student development. We all embrace the value that there is a significant role to play for student development services. Yet we waiver at the allocation of significant resources in deference to other, higher perceived priority functions at our community colleges.

We at J. Sargeant Reynolds Community College believe we have initiated a process that defines that role and gives us the direction, building on the concepts of organizational development, market segmentation, functional analysis, workload analysis and role differentiation, and assessment of student needs and interests. We believe we have a model that can lead us with a forthright vision for the next century.

Further, this organizational development planning has caused a renewed spirit among our student services staff, especially our counselors. For the first time we have the counseling function delineated and a futuristic focus taken by the counselors. They are interested in establishing their identity as educational professionals. There is a commitment to the need for clarity of purpose and to the continued use of the workload analysis process. There is acceptance that the work is valuable and worth a commitment of resources.

LIST OF EXHIBITS

Exhibit

A Statement of Philosphy for Student Access

B Example of Segmentation Analysis

C Categories of Counseling Services by Level of Need and by Type of Personnel

D Example of Task Delineation-"Advisory" Category

E Work load Analysis for "Recruiting" Category (Downtown Campus)

F Staffing Requirements in Person Months Specified by Type of Personnel and Level of Need

G Staffing Projections as Justified by Work Load Analysis

EXHIBIT A

Statement of Philosophy for Student Access

J. Sargeant Reynolds Community College is committed to a philosophy which advocates the student's right to quality education. The College strives to assure that all students are academically prepared to benefit fully from the resources afforded by the College. All students must be given maximum opportunity to acquire the skills and knowledge necessary to reach their educational goals.

Therefore, the College affirms the following commitments to provide opportunities for student access and success:

*We commit to setting standards and criteria for assessing progress and to instilling in students the motivation and commitment to develop the skills and knowledge that contribute to success.

*We acknowledge the need for consistently applied procedures for entry skills assessment, course recommendations, and programs acceptance.

*We recognize developmental studies course work as a vital component of the College mission; students who demonstrate a need for this instruction must be properly placed and satisfy these requirement.

*We commit to providing high quality academic advising and student development services as integral functions of the teaching and learning processes.

*We commit to giving high priority to providing the resources and organizational structure that ensure students are afforded the opportunity to achieve their educational goals.

EXHIBIT B
EXAMPLE OF SEGMENTATION ANALYSIS

Black Males

Characteristics

1. Unemployed/entry level, unskilled
2. Academic deficiencies
3. Negative experiences with education
4. Marginal social skills for traditional academic environment
5. Limited resources regarding career options
6. Inappropriate peer influence
7. Underrepresented in college environment
8. Scarcity of appropriate role models
9. Financial constraints
10. Many from single parent homes
11. Limited family support for academic efforts
12. First generation college
13. Victims of racism
14. Overly stereotyped
15. Unrealistic goals

Services Required

Personnel	
T	1. Placement Testing
C	2. Placement Test Interpretation
C	3. Orientation
C/O	4. Advising/Curriculum Planning
C/T/O	5. Recruiting

Services Needed

Personnel	
C/O	1. Mentoring Program
C	2. Sensitize Faculty/Staff Through Training (Workshops)
C	3. Career Counseling
O	4. Tutoring
C/O	5. Support Groups
C/O	6. Seminars (Stress Management, Racism, Academic Success, Goal Setting, etc.)
C	7. Personal Counseling
C/O	8. Alternative Teaching Methods

Services Desired

Personnel	
T/O	1. Organization to Address Concerns of Black Males
C	2. Group Discussions with Significant Others

Over 25 - Older Students

Characteristics

1. Usually employed
2. Part-time student
3. Raising families
4. Been out of school for a time
5. Apprehensive about school (feel academically disadvantaged to recent high school graduates)
6. Highly motivated
7. Career changes
8. Lack of time
9. Increasing anxiety towards aging
10. Limited access to current labor market information
11. Subpopulations: Displaced homemakers and workers
12. Present challenge to faculty - high expectations
13. Have life experiences - except credit
14. Apprehensive about technology
15. Test anxiety/math anxiety
16. Low self-esteem

Services Required

Personnel		
T	1.	Placement Testing
C	2.	Placement Test Interpretation
C/T/O	3.	Orientation
C/O	4.	Advising/Curriculum Planning

Services Needed

Personnel		
O	1.	Exploration of Credit for Life Experiences
C	2.	Career Assessment
C/O	3.	Seminars (ie: Time Management, Financial Management, Anxiety, Stress Management)
C/O	4.	Balancing Roles
T/O	5.	Child Care Services
C	6.	Personal Counseling
C	7.	Career Information and Counseling
C/O	8.	Employability Training

Services Desired

Personnel		
T/O	1.	Encourage Participation in SGA
C/O	2.	Older Student Groups

EXHIBIT C

CATEGORIES OF COUNSELING SERVICES BY LEVEL OF NEED AND BY TYPE OF PERSONNEL

Level of Need:	**Required**	**R**	**Type of Personnel:**	**Counselor**	**C**
	Needed	**N**		**Technician**	**T**
	Desired	**D**		**Other**	**O**

COUNSELING SERVICES

The counseling functions within the student services component have been identified as: recruiting, advising, advisory, and student development. A description of these four categories of counseling services is given below. A level of need and the type of personnel required have been assigned for each of the tasks identified within the categories. Three types of personnel have been specified--counselor, technician and other. The technician has been defined as a paraprofessional with a minimum of a baccalaureate degree in a discipline appropriate to the counseling function. The "other" personnel are persons ranging from classified to faculty and administrators who work in conjunction with the counseling staff.

Level of Need	**Type of Personnel**		
		A.	Recruiting
R	C/T	1.	Develop and maintain professional relationships with the staff of the high schools and vocational/technical centers to facilitate the movement of students from the secondary to the postsecondary educational level.
N	T/C	2.	Conduct placement testing and interpret results in high schools, business and industry, and community-service agencies.
N	C	3.	Conduct seminars and workshops in schools, community-service agencies, business/industry, and civic organizations.
D	C/T/O	4.	Conduct on-site registration in schools, community-service agencies, and business/industry.
N	C/T/O	5.	Provide career, curricular, and financial counseling and information at career fairs, job fairs, state fairs, and other appropriate places.
N	C	6.	Promote academic preparation for college to elementary and middle school students.

N	C	7.	Conduct college preparatory programs, such as SAT preparation, Richmond Area Program for Minorities in Engineering (RAPME), and the Virginia Student Transition Program.
R	C*	8.	Coordinate and supervise recruiting activities.

*C would be the Coordinator of Counseling on each campus.

Level of Need	**Type of Personnel**		
		B.	Advising
R	T/O	1.	Provide general College information--calendar, referrals, catalog information, testing information, etc.
		2.	Conduct new student intake.
R	T	a.	Advising regarding admissions procedures
R	C	b.	Pre-placement test advising
			--assessment of previous academic preparation
			--identification of career and academic goals
			--matching goals to college programs
R	C	c.	Placement test interpretation
R	C	d.	Pre-registration counseling session (group and individual)
R	C		--curriculum planning
R	C		--course selection
R	C		--discussions of student responsibilities in handling their educational development
R	C/T		--transfer information
R	T/O	e.	Assistance to students, as needed, to complete registration form

R	C/O	3.	Provide ongoing academic and career advising for non-curricular students and special student populations, such as those with developmental needs, learning disabilities, or academic difficulties. Interpret Educational Plans.
R	C*	4.	Coordinate and supervise advising activities.

C. Advisory

R	C	1.	Provide consultative services to faculty and staff.
R	C	2.	Provide leadership and consultative services to College administrators and external agencies.
N	C	3.	Provide seminars and workshops for faculty on learning styles and personal student development.

* C would be Coordinator of Counseling on each campus.

Level of Need	**Type of Personnel**		
R	C	4.	Collaborate with faculty to enhance the academic progress of high-risk students and to facilitate classroom accommodations.
N	C	5.	Provide information and training to faculty regarding the transmission of career and employment opportunities to students.
R	C	6.	Serve as individual student assessment specialists.
R	C	7.	Serve as resource persons for learning aids, study skills, and community resources.
N	C	8.	Provide leadership for the College's academic advising activity.
D	C	9.	Prepare proposals for resource development to enhance student success.
R	C	10.	Provide the College administration with periodic assessments of the effectiveness and efficiency of College services offered to students, propose needed improvements, and facilitate appropriate changes and interventions.

R	C	11.	Participate in professional development activities.
R	C*	12.	Coordinate and supervise advisory activities.
		D.	Student Development
R	C	1.	Counsel students regarding personal issues.
N	C/T/O	2.	Provide specialized courses and learning activities for high-risk groups and other groups with particular needs.
R	C	3.	Serve on College committees as student development advocates.
R	C	4.	Develop and implement programs, in support of student learning.
D	T	5.	Serve as advisors to student clubs, organizations, and SGA.
R	C/T/O	6.	Provide instruction for student orientation classes.
R	C/T/O	7.	Provide career development and job referral services.
R	C*	8.	Provide coordination, supervision and reporting of all student development activities.

*C would be Coordinator of Counseling on each campus.

EXHIBIT D

EXAMPLE OF TASK DELINEATION--"ADVISORY" CATEGORY

Advisory

1. Provide consultative services to faculty and staff.
    a. Establish professional and collegial contact.
    b. Serve as departmental/division liaison.
    c. Attend divisional meetings.

2. Provide leadership and consultative services to administrators and external agencies.
    a. Attend meetings. (See C.2.d. and D.3.a-e)
    b. Provide consultations regarding individual students.
    c. Provide student development expertise in the creation of new student programs and services.
    d. Serve on external agency committees and boards.
        1) Capitol Consortium for Continuing Higher Education

2) Career Planning and Placement Employer Advisory Committee
3) Advisory Board to Deaf Community Counseling Services
4) Advisory Committee, Communication Center for the Deaf
5) Virginia Consortium on Deafness
6) Advisory Committee, Virginia Interpreting Services Program
7) VCCS Representative to Virginia's Transition Task Force
8) VA Department of Special Education Task Force on Educational Interpreting
9) Community Services Board, United Way of Greater Richmond
10) Virginia Approach to Services for Transition (VAST)

3. Provide seminars and workshops for faculty on learning styles and personal student development.

   a. Assess faculty needs/interests.
   b. Develop seminars and workshops.
   c. Disseminate information.
   d. Conduct seminars and workshops.
   e. Evaluate activities (e.g., identification of needs for additional seminars).

4. Collaborate with faculty to enhance the academic progress of high-risk students and to facilitate classroom accommodations.

   a. Counsel students referred by faculty.
   b. Develop an action plan with the student.
   c. Complete any pertinent paper work and make appropriate referrals.
   d. Review records of learning disabled students.
   e. Recommend techniques or resources to use with students.

5. Provide information and training to faculty regarding the transmission of career and employment opportunities to students.

   a. Disseminate information regarding employment opportunities, trends, and projections. (See D.7.g.&j.)
      1) Make presentations to classes.
      2) Develop and disseminate career newsletter.

   b. Sponsor opportunities for faculty to professionally dialogue with external resources (alumni, employers, etc.) regarding career/employment issues.

6. Serve as individual student assessment specialists.

   a. Acknowledge faculty/staff requests for assistance with student assessment.
   b. Investigate student records and academic history.
   c. Consult with faculty/staff regarding available resources.

        d. Provide recommendations to faculty/staff.
        e. Request feedback from faculty/staff regarding disposition of need.

    7. Serve as resource persons for learning aids, study skills, and community resources.

        a. Maintain/update directories of community resources.
        b. Provide timely and appropriate referrals for information and/or services.

    8. Provide the leadership for the College's academic advising activity.

        a. Conduct advising workshops for faculty.
        b. Develop/update advising manual and materials.
        c. Consult with faculty individually as needed.
        d. Train new faculty advisors.
        e. Provide new or revised advising information to faculty in a timely manner.
        f. Articulate with colleges/universities to maintain current transfer information.

    9. Prepare proposals for resource development to enhance student success.

    10. Provide the College administration with periodic assessments of the effectiveness and efficiency of College services offered to students, propose needed improvements, and facilitate appropriate changes and interventions.

    11. Participate in professional development activities.

        a. Continue membership and contacts with professional organizations and groups.

        1) ERCAC
        2) ERCAC Executive Board
        3) VCA
        4) RPGA
        5) VCCA
        6) VADE
        7) VAMCD
        8) NACA
        9) NCSS
        10) APT, RC Executive Board

    b. Participate in professional development training--local, state, and national level.
    c. Develop and refine areas of specialization; communicate and promote to faculty/staff.
    d. Read professional publications.

12. Coordinate and supervise advisory activities (campus coordinators of counseling).

EXHIBIT E

WORK LOAD ANALYSIS FOR "RECRUITING" CATEGORY (DOWNTOWN CAMPUS)

Function	Work Load Indicator	Type of Staff	Level of Need	# Hrs.	# Mths.*
A. Recruiting - Downtown Campus					
1. Professional relationships with secondary school personnel	16 schs. x 2 hrs.	C	R	32	.195
Deliver College materials	16 schs. x 2 hrs.	T/O	R	32	.195
2. On-site placement testing					
Test interpretation, program promotion and evaluation	(6 schs. x 21 hrs.) + 12 hrs.	C	N	138	.84
Test administration	6 schs. x 4 hrs.	T	N	24	.15
3. Seminars and workshops					
Program promotion, development, evaluation	(14 sems. x 8 hrs.) + (1 brochure x 8 hrs.) + 12 hrs.	C	N	132	.80
Presentations	32 pres. x 2.5 hrs.	C	N	80	.49
4. On-site registration	3 visits x 5 hrs.	C/T/O	D	15	.09
5. Career fairs, job fairs, etc.	(4 events x 8 hrs.) + (5 events x 4 hrs.)	C/T/O	N	52	.32
6. Middle/elementary school presentations	38 schs. x 1.5 hrs.	C	N	57	.35
Program promotion, development and evaluation	14 hrs.	C	N	14	.09

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*Mths represents person months. One person month = 164 hours. The number of person months is calculated by dividing the number of hours by 164, which is the average number of counselor work hours per month.

Function	Work Load Indicator	Type of Staff	Level of Need	# Hrs.	# Mths.
7. College preparatory programs-Virginia Transition Grant writing (update)	16 hrs.	C	N	16	.10
Implementation, management, evaluation	153 hrs.	C	N	153	.93
Special STD 100 classes	(2 classes x 69 hrs.) + 13 hrs.	C/T	N	151	.92
8. Coordination/supervision of recruiting activities	4 hrs.	C*	R	4	.02
TOTALS - RECRUITING - DOWNTOWN CAMPUS		C		844	5.15
		T		56	.34
		O		0	0.00
				900 Hrs.	5.49 Mths.

B. Advising - Downtown Campus

1. General college information

Function	Work Load Indicator	Type of Staff	Level of Need	# Hrs.	# Mths.
Telephone	4032 stu. x 5 min.	T	R	336	2.05
Telephone - Counseling Center	18,750 x 2.5 min.	O	R	781.25	4.76
Walk-ins	4914 stu. x 30 min.	T	R	2457	14.98
Correspondence	250 ltr. x 15 min.	T	R	62.5	.38

EXHIBIT F

STAFFING REQUIREMENTS IN PERSON MONTHS
SPECIFIED BY TYPE OF PERSONNEL AND LEVEL OF NEED

		COUNSELOR				TECHNICIAN		OTHER	
RECRUITING	REQUIRED	NEEDED	DESIRED	TOTAL	REQUIRED	NEEDED	DESIRED	REQUIRED	TOTAL T/O
DTC	.22	4.84	.09	5.15	.19	.15	-0-	-0-	.34
PRC	.19	4.83	.09	5.11	.17	.15	-0-	-0-	.32
WC	.04	2.35	.09	2.48	.04	.07	-0-	-0-	.11
TOTAL	.45	12.02	.27	12.74	.40	.37	-0-	-0-	.77
ADVISING									
DTC	31.29	-0-	-0-	31.29	27.03	-0-	-0-	4.76	31.79
PRC	48.88	-0-	-0-	48.88	95.81	-0-	-0-	10.16	105.97
WC	4.88	-0-	-0-	4.88	3.77	-0-	-0-	1.27	5.04
TOTAL	85.05	-0-	-0-	85.05	126.61	-0-	-0-	16.19	142.80
ADVISORY									
DTC	21.51	2.63	.73	24.87	-0-	-0-	-0-	-0-	-0-
PRC	21.94	2.63	.73	25.30	-0-	-0-	-0-	-0-	-0-
WC	4.54	.23	.73	5.50	-0-	-0-	-0-	-0-	-0-
TOTAL	47.99	5.49	2.19	55.67	-0-	-0-	-0-	-0-	-0-
STUDENT DEVELOPMENT									
DTC	48.31	1.38	-0-	49.69	16.36	-0-	-0-	-0-	16.36
PRC	54.88	1.38	-0-	56.26	16.36	-0-	-0-	-0-	16.36
WC	7.30	-0-	-0-	7.30	7.69	-0-	-0-	-0-	7.69
TOTAL	110.49	2.76	-0-	113.25	40.41	-0-	-0-	-0-	40.41
TOTALS									
DTC	101.33	8.85	.82	111	43.58	.15	-0-	4.76	48.49
PRC	125.89	8.84	.82	135.55	112.34	.15	-0-	10.16	122.65
WC	16.76	2.58	.82	20.16	11.50	.07	-0-	1.27	12.84
COLLEGE	243.98	20.27	2.46	266.71	167.42	.37	-0-	16.19	183.98

EXHIBIT G

STAFFING PROJECTIONS AS JUSTIFIED BY WORKLOAD ANALYSIS

	Downtown Campus		Parham Road Campus		Western Campus	
	Mths./Positions		Mths./Positions		Mths./Positions	
Counselors						
Required	101.33	9.34	125.89	11.60	16.76	1.55
Needed	8.85	.82	8.84	.82	2.58	.24
Desired	.82	.07	.82	.07	.82	.07
Total	111.00	10.23	135.55	12.49	20.16	1.86
Technicians						
Required	43.58	3.93	112.34	10.14	11.50	1.038
Needed	.15	.01	.15	.01	.07	.006
Desired	.00	.00	.00	.00	.00	.000
Total	43.73	3.94	112.49	10.15	11.57	1.044
Other						
Required	4.76	.44	10.16	.94	1.27	.12
Needed	.00	.00	.00	.00	.00	.00
Desired	.00	.00	.00	.00	.00	.00
Total	4.76	.44	10.16	.94	1.27	.12

Comments:

One Month = 164 hours (This is the average number of work hours per month.)

Counselor = 10.85 months (This is the total number of months a counselor would work in a year if earning three weeks of annual leave. Since the College is closed two weeks per year for holidays, this particular counselor would work a total of 47 weeks per year.)

Technician = 11.08 months (This is the total number of months a technician would work in a year as a new employee earning two weeks of annual leave per year. This particular technician would work a total of 48 weeks per year.)

Other = 10.85 months (This is the total number of months a receptionist/secretary would work if earning three weeks of annual leave.)

Positions are calculated by dividing the total number of months generated by the annual number of months associated with the position. For example, 101.33 ÷ 10.85 = 9.34 positions.

Effectiveness and Student Success in the Community College
Assessment of Student Learning and Development

Effectiveness and Student Success in the Community College
Assessment of Student Learning and Development

Resource Packet

Bonnie Johnson, Dean, Extended Learning/Human Services
Sinclair Community College

Community colleges across the nation are making major efforts to affect the concept of "access" in order to address issues involving student outcomes, assessment, retention and institutional effectiveness. The common concern for all is finding means to encourage student success.

The assessment movement expanded throughout the 1980s with the evolution of statewide mandates and new regional accreditation requirements. Some State legislators and governors are mandating that colleges and universities develop assessment plans. To date, nearly two thirds of the states have either instituted or are planning statewide assessment programs. The Ohio Board of Regents is currently considering the Undergraduate Education Enhancement Program (VEEP) which is a campus based voluntary program designed to provide incentive for colleges to assess the effectiveness of their undergraduate curriculum. Recently, the North Central Association of Colleges and Schools indicated they will require evidence of assessment as part of the next accreditation. The Department of Education under the direction of Secretary Bennett proposed regulations compelling all accredited institutions to gather data which would provide evidence of student achievement. Also, the Southern Association of Colleges and Schools, a regional accrediting association, has adopted guidelines necessitating the gathering of assessment data by its colleges. Pressure for better information regarding student achievement is likely to continue and grow.

WHAT IS ASSESSMENT?

The key purposes of assessment are to ask important questions about student learning, to gather some meaningful information on these questions, and to use the information for academic improvement. Discussions about assessment issues in higher education consistently include two conclusions: assessment tries to determine what students actually achieve in their college study; and assessment links educational objectives (of a course, a program, a field of study, or an institution) to some measures of student achievement.

The process of self-examination required by an assessment effort should be motivated by one central goal: to improve student learning. The steps in the process are: a) to articulate the goals of each academic program, b) to evaluate students' progress toward those goals, and c) to use the resulting information to continue, modify or reinforce aspects of each academic program to ensure students' achievement.

Guiding assessment efforts, then, are two very basic questions: "What are we attempting to do?" and "How do we know how well we are doing it?". What is required is the identification of why we are in business, what we are trying to accomplish, and what we want our students to be able to do, be, or know when they complete our programs, and for what we are willing to be held accountable.

WHY ASSESS HIGHER EDUCATION?

The assessment of institutional effectiveness involves, in the words of Peter Ewell, "a comparison of results achieved to goals intended, a comparison of institutional performance to the institutional purpose." The clear implication is that colleges aspiring to be effective must first establish clear goals and then devise ways to ascertain the extent to which those goals are being achieved. In other words, overall institutional effectiveness is measured by "comparison of results achieved to goals intended." The effective institution uses assessment to guide effort that facilitates student success.

Two separate but interrelated factors become apparent. First, many faculty and administrators point out the advantages of an assessment program in diagnosing institutional strengths and weaknesses and identifying means of educational program and policy enhancement. Second, critical questions regarding higher education's products and procedures from consumers, "blue ribbon" experts, educational advisory groups, and other higher education constituencies have combined with increasing competition for decreasing state and federal funds to produce a rash of accountability mandates from governmental bodies and regulating agencies. All these parties believe that assessment will help put more quality and quality control into higher education. Assessment, therefore, is the means to the end of increasing institutional effectiveness.

STEERING COMMITTEE ON THE ASSESSMENT OF STUDENT LEARNING AND DEVELOPMENT

In response to assessment as an important issue a Steering Committee was formed in September of 1988 and charged with the mission of reviewing and evaluating the current status of assessment practices at Sinclair and making appropriate recommendations pertaining to assessing student learning and development.

The goals of the committee were to:

1. Devise appropriate recommendations and procedures facilitating ongoing assessment activities in order to measure and enhance the quality of the educational experience at Sinclair. This focused on the assessment of learning outcomes within various student populations rather than upon the progress of individual students.

2. Determine what was currently done to assess student learning and development. This included examination of:
    a) entry level assessment of students' basic academic skills,
    b) entry level assessment of students' goals
    c) specific program assessment of students' development (this could include interim as well as outcomes relating to skills and knowledge), and
    d) exit and post graduation assessment of students' skills and goal accomplishment.

3. Propose recommendations facilitating ongoing assessment practices which measure, document and enhance institutional effectiveness.

4. Provide appropriate training and educational opportunities for faculty and staff in order to facilitate the necessary awareness and understanding of key assessment issues and practices.

MAJOR ASSESSMENT ACTIVITIES/SERVICES

I. ENTERING COMPETENCIES

The competencies students have when they enter the College are important in determining their subsequent academic success at Sinclair. As a result of the open door policy, the competencies among entering groups of students vary widely. The College measures the entering competencies of its students through the Assessment of Skills for Successful Entry and Transfer (ASSET) program, the evaluation of prior learning, and diagnostic testing.

A. Entry-Level Assessment and Placement

Entry level assessment is crucial to providing students the opportunity to succeed in their educational pursuits. Educational research shows that students who are assessed and enroll in courses appropriate to their skill levels are four times as likely to succeed academically as those students who are not assessed or who ignore placement requirements. Because Sinclair Community College is committed to providing accessible, high-quality education, the following entry-level assessment and placement policy is effective the fall quarter of 1990.

Prior to initial registration, students who designate themselves as degree or certificate-seeking must be assessed for reading, language usage and writing, and numerical skills. Transfer students who are degree or certificate-seeking and who do not have transferable equivalent math or English courses, must be assessed. No degree or certificate seeking students can register for any credit courses until they have test scores on file. Special needs and ESL students should make appropriate assessment arrangements with a college counselor.

Students who are not degree or certificate-seeking, but who are taking courses for personal interest or career development, do not have to be assessed. However, with the exception of transfer students who have math or English credits accepted for equivalent courses, ALL students who take a math or English class must be assessed prior to enrolling in those classes.

Students must begin math and/or English course sequences at or below the level indicated by their assessment results. Students who possess less than a ninth grade level of mastery in reading must complete "Fundamentals of Reading", DEV 064, as a prerequisite to enrollment in any college level course, except those specifically identified as exempt from this requirement.

B. ASSET Program

Ten years ago, basic skills assessments or placement tests were administered only during registration periods, without prior publicity, and with limited counseling efforts. Data about test results were not systematically compiled or analyzed. Since 1984, the College has used the ASSET Academic Skills Assessment Tests, developed by the American College Testing Corporation, to assess basic skills in English, reading and mathematics. The Counseling and Student Development Center staff, assisted by academic counselors, administer and interpret the ASSET tests. Prior to its implementation, a college-wide task force studied whether it could be used effectively at Sinclair; the task force concluded that the program would strongly enhance the quality of assessment services for entering students.

The ASSET program is presented in the form of Success Seminars lasting from three and one-half to four hours and offered many times throughout the year. All new full- and part-time students intending to pursue a degree or certificate must attend one of the seminars; transfer students, returning students, and non-degree-seeking students are encouraged to attend.

Each Success Seminar includes academic skills assessment, educational planning, orientation information, and academic advising. English, reading and mathematics assessment tests are administered and results are used to make recommendations about specific courses students should take. Students who are not functioning at the college level in basic skills are required to take appropriate developmental studies stating their specific educational plans and related needs or concerns. The information enables appropriate College units to contact the students and be responsible to their needs and concerns in a timely way. Academic counselors follow up with all students who indicate plans to enter their respective divisions. The students are given a brief orientation to the resources available to them at the college as well as information about time management and study skills.

Students meet with academic counselors during the Success Seminars or at a later time. Together, the academic counselors and the students identify the courses to be taken during the first quarter based on results of the skills assessment and recommended course sequences. At the end of the seminars, the students may register for classes.

C. Evaluation of Prior Learning

Currently, the College evaluates and grants credit for competencies acquired through prior learning experiences on the basis of portfolio development, proficiency or challenge examinations, articulation agreements, the Advanced Placement Program, the College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES) examinations, and the American Council on Educations's evaluations of military and non-collegiate sponsored training programs (PONSI). Portfolio development is coordinated through the Credit for Lifelong Learning

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Program and faculty assist students in preparing portfolios that describe and document prior learning.

D. Academic Credit Assessment Information Center

The Academic Credit Assessment Information Center (ACAIC) began operation in the Fall of 1983 and provides important assessment services for students. The ACAIC coordinates all the ways in which students can receive credit for prior learning except for the Credit for Lifelong Learning Program. The ACAIC works closely with the academic departments to coordinate the awarding of credit through the Advanced Placement Program (APP), the American Council on Education's (ACE) evaluations of military and non-collegiate sponsored training programs (PONSI), articulation agreements, the College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES) examinations, and departmental proficiency or challenge examinations. The ACAIC coordinates the process for awarding credit; however, faculty actually assess learning and award the credit.

E. Diagnostic Testing

Most programs use the results of the ASSET assessments in English, reading, and mathematics as a basis for recommending course placement to students. A few programs use additional instruments for diagnostic and/or placement validation purposes. For example, the Automotive Service Education Program (ASEP) gives candidates a Mechanical Reasoning Test. The English Department requires a writing sample from students on the first day of class; the sample verifies the placement of students who have registered for a specific English course based on their ASSET results. Students who have not participated in the ASSET program can decide whether to remain in the course or transfer to a more appropriate one.

The Surgical Technology program requires applicants to take the Psychological Corporations's Pre-Nursing Examination; the Medical Records Technology, Physical Therapist Assistant Technology, and Respiratory Therapy programs require applicants to take the Psychological Corporation's Allied Health Aptitude Test (AHAT). Applicants to the Medical Records Technology program must also provide proof of their ability to type 45 words per minute with five errors or less. On a temporary basis, since 1985, applicants to the Nursing program are no longer required to take the Pre-Nursing Examination, but must take ASSET tests unless they have transferable credits in English and mathematics. Ongoing analysis of ASSET data and student success rates may result in decisions to change the testing requirements for some of the programs in the Allied Health Division.

F. Developmental Studies

The Developmental Studies Department offers courses in the basic skills of reading, English, and mathematics as well as courses in English as a Second Language (ESL), high school equivalency (GED), spelling and vocabulary, and college survival and study skills. Students are expected to achieve mastery levels of 80 percent on course objectives to receive passing grades. Follow-up studies are in progress to determine the retention and success of DEV students.

II. STUDENT PROGRESS TOWARD OBJECTIVES

The admission application provides space for students to identify the program or course of study they plan to pursue. Students who attend "Success Seminars" identify their majors, expected dates of graduation, and career goals on their educational planning forms. Fifty-five percent of the students who graduated in 1986 indicated that their primary reason for attending the College was to prepare for future employment; 18 percent wanted to improve their skills in the jobs they held; 16 percent planned to transfer to four-year institutions; and 11 percent were attending for personal interest or other reasons. The 1985-86 OBOR Technical Education Placement Report indicated that approximately 87 percent of Sinclair's career program graduates were employed in their field, 6 percent outside their field, and 7 percent were seeking employment.

A. Student Outcomes and Program Competencies

All degree programs have clearly defined student outcomes or program competencies directly related to the demonstration of knowledge, communication skills, technical skills, and understanding of cultural backgrounds. The competencies for each program are published and identify specific courses that are related to preparing students to attain each competency in the program. Feedback from students and alumni is gathered about the quality of instruction and the overall strengths and weakness of individual programs providing valuable information in assessing student outcomes.

B. Academic Advising

Each of the six academic divisions has one or more academic counselors who assist students with educational planning, course selection and registration, and problem resolution. The fact that students need additional academic advising services has been generally agreed upon for some time and faculty advising plans have been developed to better meet student needs. The plans for each division include formal provisions for academic counselors and faculty advisors to work together to assist students with immediate scheduling needs as well as on-going assessment of each student's progress toward educational goals.

C. Counseling and Student Development

The Counseling and Student Development Center exists to help current and prospective students face the challenges, uncertainties, and pressures of college. The Center provides counseling, testing, and a variety of other services.

Individual counseling related to academic, personal/social, career development, and other concerns is available by appointment or on a walk-in basis. Counselors help students clarify goals and values, strengthen self-esteem, become assertive, manage stress, cope with alcohol or drug abuse problems, and deal with issues related to family or other relationships.

Group counseling for students who have mutual needs or problems is increasing. The students share problems and receive peer support and the counselors are able to assist more students. STAY (Support Throughout the Academic Year) groups have been implemented to introduce new students to College resources such as tutorial services, the Office of Financial Aid and Scholarships, and the Learning Resources Center. A substance abuse program that includes both individual and group counseling is conducted in cooperation with a task force established to address issues and recommend a College Policy related to substance abuse. Referrals to an established network of community resources are made when the scope and severity of students' problems are extensive.

The Counseling and Student Development Center is responsible for a number of services and programs designed to assist students with special needs. Special assistance is provided to students who have visual or hearing impairments, limited mobility, and/or learning disabilities. Students whose English is limited, the majority of whom are Asian, receive counseling, advising, and assistance with other appropriate matters such as cultural differences and resolving feelings of isolation from other groups.

The Adult Re-Entry program provides special services for adults who want to begin or resume a college education. The program, initially oriented toward women, has expanded to help an increasing number of men; it includes special courses to help clarify career goals, improve study skills, and enhance personal growth and development.

Support group discussions and personal counseling are also provided. Job Training Partnership Act (JTPA) services are provided to help individuals acquire skills necessary to obtain employment. The Experience Workers program provides training, education, and/or assistance in finding jobs for experienced workers who are 55 years of age or older.

D. Tutorial Services

Tutorial Services are provided by the College to help students learn, achieve academically, and become independent. Each quarter, approximately 400-500 students are tutored individually on a temporary or an ongoing basis; 2,000 students are assisted through open laboratories, walk-in services, and individualized learning programs. In addition, in-class tutors are provided for approximately 70 developmental studies courses quarterly. Most of the students tutored are women who are 22 years of age or older and who attended classes during the day.

Tutors are students with a GPA of 3.0 or better or academically qualified non-students. All tutors exhibit good communication skills and are approved by department chairpersons or recommended by faculty. Tutors are required to attend at least one training session and receive a tutoring manual. In-service sessions are offered each quarter on a variety of topics such as working with handicapped students.

E. Special Assessment Projects

The Steering Committee on the Assessment of Student Learning & Development oversees student assessment projects which are supported by the Sinclair Foundation funds. The following departments received funding for assessment projects in 1989-90:

1. Biology Department: William Boyko, Victoria Hennessy, Joe Keyes, Bill Klopfenstein, and Dave McCormick

The purpose of the assessment project was to develop a comprehensive diagnostic and predictive testing program based on the content of the prerequisite biology courses for Sinclair nursing students. An entry-level test to assess nursing students' general science and math skills upon enrollment in Anatomy & Physiology (BIO 121) was developed. Following successful completion of the biology courses required for nursing students (BIO 121, 122, & 205) a comprehensive test will be administered to assess knowledge and understanding. Results will be evaluated and reported to appropriate department faculty and advisors.

2. English Department: Gary Mitchner

The purpose of the assessment project was to conduct a statistical analysis of data gathered from the assessment (prompt) of students' English skills after the completion of English 113. Two pilot assessments were conducted in the winter and spring quarters of 1989. Funding permitted the department to gather further information, assess the information, and compile statistics to determine if the assessment (prompt) is working. This information will be used to prepare for another pilot assessment during the spring quarter of 1990 to further validate the prompt. The data will also be analyzed after the spring quarter assessment.

3. Nursing Department: June Johnson

The Nursing faculty have established a test blueprint for each competency level within the Nursing curriculum. The test blueprint is designed to assure the systematic development of critical thinking and critical content during each level of the Nursing curriculum. The purpose of this assessment project was to establish validity and reliability. The project will facilitate a systematic evaluation and reconstruction of each test item to link course and level objectives, content, cognitive levels, and nursing process stages. The project will refine the Nursing faculty's knowledge and use of test analysis and statistics.

4. Physics Department: Conrade Hinds

   The purpose of this project was to determine the extent to which Physics (PHY131/141) contributes to problem-solving and critical thinking skills of students. Students were administered a pre-test and post-test to determine the success they had in using higher order cognitive skills to solve physics problems and to understand physics process.

5. Radiologic Technology Department: Lee Shadle

   The purpose of this project was to rewrite the comprehensive Radiologic Technology Examination to match the content specifications of the National Technology Examination. After the revision it was administered during the spring quarter to the graduating students. The results of this examination will be matched against the results of the A.R.R.T. National Exam. The evaluation of the results of both exams will then be used to evaluate the effectiveness of the Radiologic Technology curriculum.

6. Tutorial Services: Wanda Baer

   Limited research has been conducted about the contribution of using the KOLB Learning Styles Inventory in providing students with knowledge of their learning style in a community college setting. Most research has been done to help faculty adjust teaching patterns to student learning style. This study was directed toward learning how the KOLB knowledge given to students impact the student's role and level of performance in a classroom environment. The LSI has been administered to students in selected programs in Allied Health during the fall and winter quarters of 1990. Using an experimental and control group comprised of degree seeking students a determination will be made to see if there are differences in rates of success and retention. A follow-up survey will be done to ascertain students' perception of success and their feelings as to how influential the learning styles inventory has been in their success. In addition, a determination will be made as to whether different sub-populations are more likely to have preferred learning styles.

7. Child & Family Education Department: Mary Connolly & Margaret Dotson

   The purpose of this assessment project is to review and validate the Early Childhood Education program competencies. The resulting validation of the competencies will provide the CFE Department with a solid base upon which to develop an exit assessment.

Using validated competency tasks lists from the DACUM Exchange, a list of tasks will be developed that correlate with ECE program competencies. The competencies and accompanying tasks will be validated by utilizing a modified

DACUM focus group technique. Five distinct populations of individuals will be utilized in the focus groups to provide the validity required. After the data has been compiled, the department will have an objective, valid competency/task list on which the final pre-graduation assessment can be devised.

III. EXITING ISSUES

The College's success is perhaps best evaluated by those who are applying the knowledge and skills learned at Sinclair in the external environment. Exiting issues involve the quality of education, preparation for further education and employment, and students who withdraw or are dismissed. Surveys of alumni, recent graduates, former students, and employers of graduates are used to obtain data about perceptions of student learning and educational outcomes.

A. Career Planning and Placement

The Career Planning and Placement Center provides assistance to students who wish to assess their interests, skills, and values and relate them to meaningful and satisfying career objectives. The Center also provides opportunities for prospective graduates and alumni who are seeking employment to meet with prospective employers.

B. The National Effective Transfer Consortium (NETC)

Sinclair is a member of the NETC along with 27 other community colleges. The consortium conducts research that will assist community colleges in improving their capability to transfer students to four-year colleges and universities. During the past year, Sinclair participated in a research study designed to establish a comparative data base and identify effective transfer practices for the different conditions faced by community colleges. The results of this research should assist community colleges in enhancing transfer practices that are more effective for students.

C. Pre-Graduation Assessment Policy

All degree programs have clearly defined student outcomes or program competencies directly related to the demonstration of knowledge, communication skills, technical skills and understanding of cultural backgrounds. The competencies for each program are published and identify specific courses that are related to preparing students to attain each competency in the program. Accurate course placement and its implications for future retention was recognized by implementing a policy for mandatory entry level assessment and placement for all degree and certificate seeking students. A pre-graduation assessment of students' skills and abilities will provide valuable information for the enhancement of teaching and learning. Sinclair Community College has a responsibility to determine whether its graduates have acquired the skills necessary to participate effectively in society and in their chosen careers.

The following pre-graduation assessment policy is proposed to be implemented:

> All degree- and certificate-seeking students must participate in a final comprehensive assessment of the cognitive, psycho-motor and/or affective skills relevant to their declared majors or programs of study. Such assessment requirements, procedures, methodologies,** and scheduling will be determined by the appropriate academic departments. In addition, all degree and certificate-seeking students must be re-assessed for reading, language usage, writing, and numerical skills prior to graduation.
>
> The assessment committee recognizes that for assessment to be as successful as possible, on-going assessment activities should take place throughout the students' programs which measure their progress in the learning and retention of specific skills (e.g., basic skills, general education, critical thinking, major skills, etc.). While this policy recommends measuring students' outcomes near the completion of the program, all departments are encouraged to develop a more complete picture of students' progress with on-going assessment activities while attending Sinclair. It is also recognized that some departments may have a need for technical assistance to assist in developing pre-graduation as well as on-going assessment practices.
>
> Pre-graduation assessment of student outcomes will be developed for each department by the Fall of 1993 with college-wide implementation by 1995. The primary use of pre-graduation assessment results, in both basic skills and the program major, is for program improvement and ultimately student success.

** Attachment A

ATTACHMENT A

Examples of Assessment Methods

Standardized testing.

Locally-designed comprehensive exams in the major.

Actual task/talent performances (e.g. internships, student teaching).

Simulated task performances - Students must identify and solve typical problems within a case setting with responses directly observed by assessors, or by means of an essay or de-briefing.

Holistic written evaluations of student performances together with a set of rating scales.

Open-ended interviews with individuals or groups, often taped.

Structured interviews using a discipline-specific conceptual map to plan the interview.

Culminating research projects, honors projects, or exhibits which might also require an oral defense or interview.

Video-taped performances.

External assessors.

Portfolios (e.g. art, writing, case studies).

Course-imbedded assessments, including graduating seminars or capstone courses.

Oral proficiency examinations.

Survey questionnaires (e.g., of current and former students which ask students to self-report knowledge gains, changes in skill levels, and levels of involvement in the learning process.)

Tracking student groups over time to determine term-to-term persistence, program completion and time completion, course passage rates, and grade point performance.

Computer simulations.

Group problem-solving tasks.

Concept Mapping* - Students construct their own maps, indicating concepts as labeled circles or boxes and showing the relationships among concepts.

Gowin's Vee* - students are asked to construct a Vee diagram that displays the conceptual methodological elements involved in the knowledge acquired (frequently used in science laboratory instruction).

Moral/ethical choice exercises.

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Directions and Strategies for Ontario Community Colleges - Results of Vision 2000

Directions and Strategies for Ontario Community Colleges
- Results of Vision 2000

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I. The Vision 2000 Process

The Ontario system of Colleges of Applied Arts and Technology, which now consists of some 23 separate community colleges, was established by an act of the provincial government in 1965. At that time, the speech to the legislature, delivered by the Honourable William Davis, Minister of Education, set out a comprehensive mandate for the Ontario Colleges.[1] Essentially, the College system was to complete the educational spectrum, which at that time was providing very little education and training at the post-secondary level apart from university.

The new college system was to be essentially vocationally oriented, although it was also mandated to serve the educational needs of adults at all socio-economic levels having all kinds of interests and aptitudes and at all stages of their educational achievement. The mandate was broadly defined for secondary school graduates as providing all of the necessary education and training not suited to the secondary school setting and which was not being provided by the university sector.

The college system exploited this mandate over the next 25 years, particularly as the mandate in many ways simply indicated that the system could undertake any form of education and training not then provided by the secondary school sector and the university sector. An emphasis was indicated that this new educational sector should play a significant role in the economic and social development of the province of Ontario. Although some vocational programming was already in existence (a very limited number of Ontario vocational schools as well as nursing and other health technology education provided through the Ministry of Health) and was transferred to the college system, the bulk of the educational programming at the various institutions was to be determined by the communities themselves through a network of advisory committees and through a representative Board of Governors. The Ontario college system was thus rooted in the local community.

Since 1965, a system of 23 colleges has been established throughout the province of Ontario, with over 100 campuses in more than 60 municipalities. The full-time post-secondary enrolment now stands at approximately 100,000 students, and there are approximately 15,000 additional students enrolled in full-time non post-secondary programs (adult retraining, apprenticeship).

Annually, in excess of 500,000 adults enrol in part-time vocational and general interest courses.

In October of 1988, the Minister of Colleges and Universities initiated the first comprehensive review ever conducted of the mandate of the Ontario college system. The intent was to bring forward to the Minister recommended changes in the mandate of the system to permit it to enter the twenty-first century in a better position to serve the needs of the province. The review process was called "Vision 2000".

On matters pertaining to the Ontario college system, the Minister of Colleges and Universities is advised by the "Council of Regents", a lay Board representing business, industry, and the community in general served by the college system. The Vision 2000 process was to be developed and overseen by the Council of Regents. Much of the credit for the vision of the process itself, as well as the leadership and implementation throughout, must be accorded to the Chair of the Council of Regents, Dr. Charles Pascal. Under his direction, an executive staff team was assembled to undertake research, provide the secretariat for all components of the process, facilitate communication throughout the college system, analyze input, and draft and write all reports. The Council of Regents itself did not directly play an active role in the process but was the agency receiving the final report for the Minister. Members of the Council, however, served on various committees.

The hallmark of the Vision 2000 process was that it should have effective involvement from all stakeholders in the Ontario college system. These stakeholders included business and industry, labour, college staff members (administrators, faculty, and support staff), students, government, schools and universities, and agencies relating to the colleges. At the operational level, the Vision 2000 process was directed by a Steering Committee of 34 members representing each of the various stakeholders outlined above. Essentially, the Steering Committee approved the original Vision 2000 process, received all of the reports generated throughout the study period, discussed and formulated policy recommendations, and was responsible for approval of the final recommendations forwarded to the Council of Regents and the Minister. The Steering Committee was chaired by the Chair of the Council of Regents, Dr. Charles Pascal.

An equally important priority in the Vision 2000 process was that of consultation. To achieve a high degree of consultation and to produce the necessary background, research and consultation, together with suggested policy directions, five study teams were created, each chaired by a member of the Steering Committee. Each study team was assigned a different aspect of the college system, and volunteers to serve on the study teams were sought, again from the various stakeholders and publics most directly connected with the aspect under study by the particular study team. The Council of Regents secretariat provided the necessary support to permit the effective operation of each study team.

The five study teams were assigned the following aspects of the college system for study, consultation, and possible recommendations:

Study Team 1 - "An Empirical Portrait of the College System". This study team was unique in that its role was to undertake appropriate research of the internal and external environment and provide research papers and information to the other study teams to assist them in their work. At the same time, feedback from the other study teams was used to direct Study Team 1 in studying various aspects of the college system. Although initially it may not have been envisaged that Study Team 1 should have made a final report since its output would be the various research papers generated over the entire timeframe of the Vision 2000 process, nevertheless Study Team 1 did submit a final report with policy recommendations generally which fell outside of the mandate of the remaining study teams.

Study Team 2 - "Colleges and the Changing Economy". This study team examined the economic role the Colleges should play in the future and specifically examined future training requirements, the impact of technological change, the desire for labour market flexibility, and changes in the composition of the labour force.

Study Team 3 - "Colleges and the Communities". This study team focused on members of the Ontario society that have been traditionally underserved by Ontario's community colleges and addressed issues of access and support for these diverse learners.

Study Team 4 - "Challenges to the College and the College System". Accessing information provided by other study teams as well as its own research, this study team focused upon how the college might improve the educational service it delivers, particularly in the areas of curriculum and standards, access, quality, as well as organizational models for the system as a whole.

Study Team 5 - "Colleges and the Educational Spectrum". This team examined the linkages (or more properly, the lack thereof) between colleges and the secondary schools and colleges and universities.

A special "sixth table" of francophone representatives from the other five study teams formed and produced a discussion paper on the Franco-Ontarian vision for the college system.

The timeframe for the entire process was to have spanned the period October, 1988, to December, 1989, which was admitted from the outset to be incredibly tight in view of the extensive nature of the consultation envisaged. Although this timeframe was not maintained, in retrospect it is surprising how little departure actually occurred from the original plan. The final report was submitted to the Minister in late April, 1990, four months after the original target date. This was notwithstanding the fact that the system was beset by a province-wide faculty strike for four weeks from mid-October to mid-November of 1989. All work on the Vision 2000 process was effectively suspended by Dr. Pascal during this labour dispute, out of respect for the consultative process, since the labour union felt it necessary to cease participation during the dispute. As a result, the union was quick to return to the table following the end of the dispute, and the consultative process was able to continue as before.

The only apparent problem created by the faculty strike for the Vision 2000 process was the introduction of a suspension of activity with the resultant delay of approximately six weeks.

During the course of the Vision 2000 project, 39 separate background papers were published and distributed widely throughout the college system. The research secretariat published an environmental scan,[2] which was provided to all study team members early in their consultation process. Various study teams sought wide input outside of the membership of their team involving focus group meetings, one-on-one interviews, questionnaires, and requests for written briefs and input. Several hundred written submissions were received. The Chair and other members of the Steering Committee also interviewed the Premier of Ontario, 14 cabinet ministers, the leader of the opposition, and 40 members of the provincial parliament.

This tremendously broad consultative process was in part designed to meet an early stated goal that the "process is the product". Strategic thinking was stimulated within the college system and by those who interact with that system and have a stake in it. By so doing, it is hoped that regardless of the recommendations and the government's decisions concerning implementation, new directions and change will have been stimulated and will lead to positioning the Ontario college system in a way to better meet the educational needs of the province in the year 2000.

II. The Environment

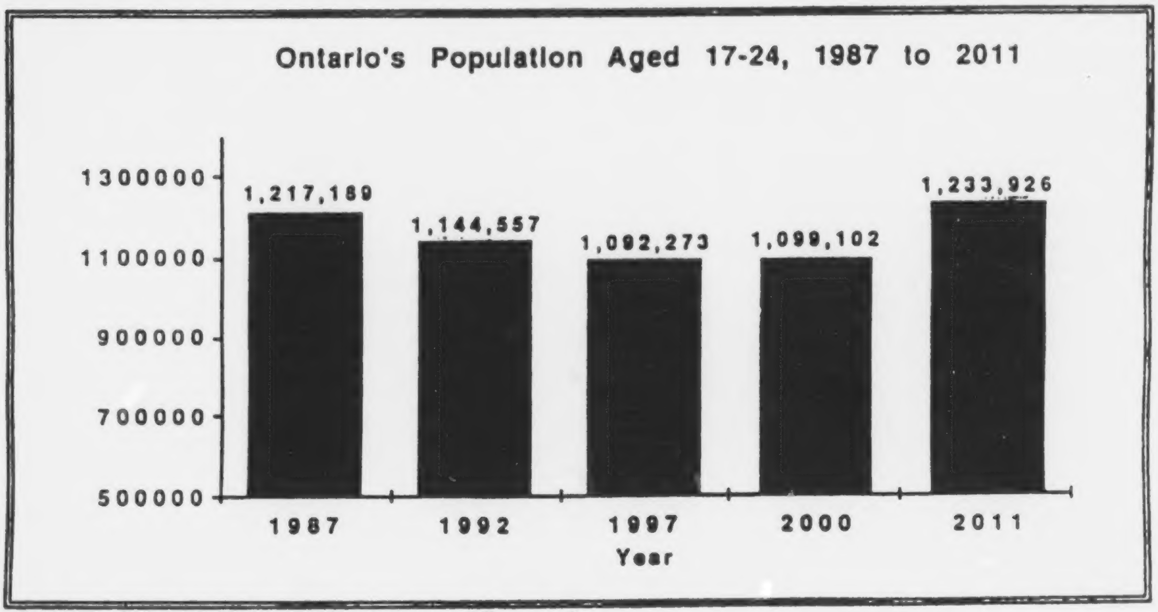
The work of Study Teams 2 through 4 was facilitated in part by the provision of relevant trend analyses for the Ontario college system. This was accomplished through the early publication of an environmental scan2. In addition, Study Team 1 undertook and completed 23 mini projects[3]. Topics or mini projects were suggested by Study Team 1 members, as well as by other study teams. A very limited number of these projects were contracted out and resulted in significant research reports. The majority of these projects, however, consisted of analyses of existing data and information available for the Ontario college system and the preparation of a report which might have varied in length from several pages to 30 pages or so. Study Team 1 reviewed each of the various research papers and reports and produced a condensed 1 to 2 page version which it called a "highlights" document. These highlights were widely circulated to all members of all study teams during the Vision 2000 project. The complete reports were filed with the Ontario Council of Regents and made available on request.

The following environmental data has been selected from the environmental scan and the Study Team 1 highlight reports. The following figures serve to illustrate some of the challenges which the Ontario college system must face in the coming years.

Figure 1: "Ontario's Population Aged 17-24" - Approximately 85% of the post-secondary students in the Ontario college system are within the 17-24 age bracket, and as can be seen by this figure, this population group is projected to decline by about 10% between now and the year 2000. It is interesting to note, however, that it should rise by 10% by the end of the subsequent decade.

Figure 1

MAJOR SOURCE OF POST-SECONDARY ENROLMENT WILL DECLINE IN 1990s AND THEN INCREASE IN FIRST DECADE OF 21st CENTURY



Source: Ontario Ministry of Treasury and Economics

BACKGROUND

- Almost 85% of post-secondary students in Ontario's colleges are 24 or younger.
- The population aged 17 to 24 is projected to decrease by almost 10% between 1987 and 2000. However, by 2011 this population will be about the same in size as it was in 1987.

IMPLICATIONS

- Without any change in college participation rates, the number aged 17 to 24 attending college will decline by about 10% by the year 2000, to be followed by a comparable increase over the next decade.
- Competition between universities and colleges for students in this age group may intensify during the 1990s. In 1987, there were 98,000 full-time post-secondary college students and 174,000 full-time undergraduate university students in Ontario; whether this "36%/ 64%" split between colleges and universities will change significantly with greater competition for students remains to be seen.
- Labour market opportunities for this age group may improve in the 1990s given the decline in their numbers, placing downward pressure on their post-secondary participation rates.

Figure 2: "Ontario's Population Aged 25-54" - This population age range is seen to increase by approximately 25% between 1987 and the year 2000 and to remain relatively constant during the subsequent decade. It is anticipated that greater numbers within this age bracket will require training and further education provided by the college system.

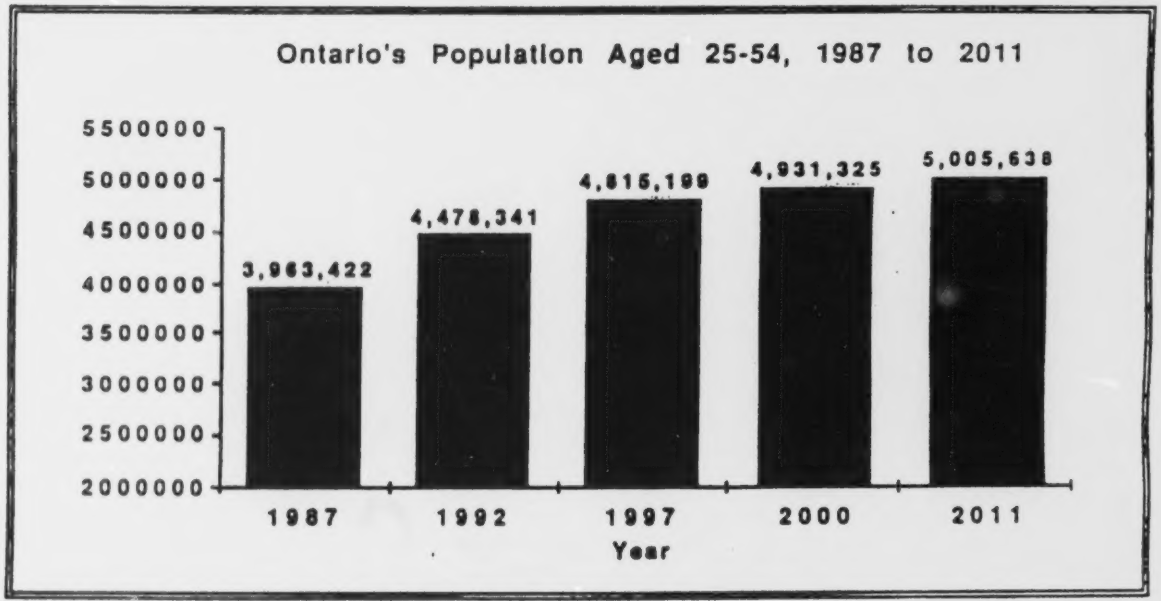
Figure 3: "Ontario's Population Aged 65 and Over" - This population age group is projected to increase 42% between 1987 and the year 2000, and the rate of growth will be even greater during the subsequent decade. The needs of this population group will become very significant by the turn of the century, and the group will represent a significant reservoir of potential labour at a time when labour shortages may exist. This could see the need for some type of college service.

Figure 4: "Full-Time Equivalent Enrolment" - This figure illustrates the changes in both full-time and part-time enrolments over the past decade. The full-time enrolments are further sub-divided into full-time post-secondary and full-time tuition short (fee paying students in adult retraining programs sponsored by governmental agencies). The sharp decline in the full-time tuition short enrolment resulted from the federal government's reduction in the purchase of adult retraining programs within the Ontario college system. With fewer programs operating, clearly there were fewer opportunities for fee paying students to enrol. In part, the college system has responded to some extent, where possible, by creating short one-year post-secondary programs in an attempt to meet the need for training of students able to pay the tuition fees. The dramatic growth in the full-time post-secondary enrolments which the college system enjoyed through the decade of the 70's came to a halt in the mid 1980's and this enrolment has remained relatively constant since 1983/84. Part-time enrolments, however, have continued to grow, and they have potential for significant further growth. This would occur even without changes in participation rates because of the projected increase in population in the age range 25-54. The part-time enrolments in the college system will be almost exclusively within this age bracket.

Figure 5: "Projected Full-Time Post-Secondary Enrolment" - Assuming constant participation rates for the full-time post-secondary students, this figure projects the expected decline of this type of student through the decade of the 1990's. One can see from the chart the beginning of the upturn in 1999 and 2000 which would be expected to continue through the next decade. The decline through the 90's is estimated at about 4%, but the potential increase from 2000 to 2011 is estimated at about 11%

Figure 2

A COLLEGE MARKET OF GREAT POTENTIAL
25-54 YEAR OLDS



Source: Ontario Ministry of Treasury and Economics

BACKGROUND

- Between 1987 and 2000, the population aged 25-54 is projected to increase by almost 1,000,000 or 25%.

- The labour force participation rate of this group is higher than that of any other age group. The male rate is about 95%, the female rate about 75%.

- Structural changes in the economy arising from the increased pace of technological change and increased competition in the global economy, when combined with large numbers of baby-boomers reaching a plateau in their careers, will spark this age group's interest in additional training/education.

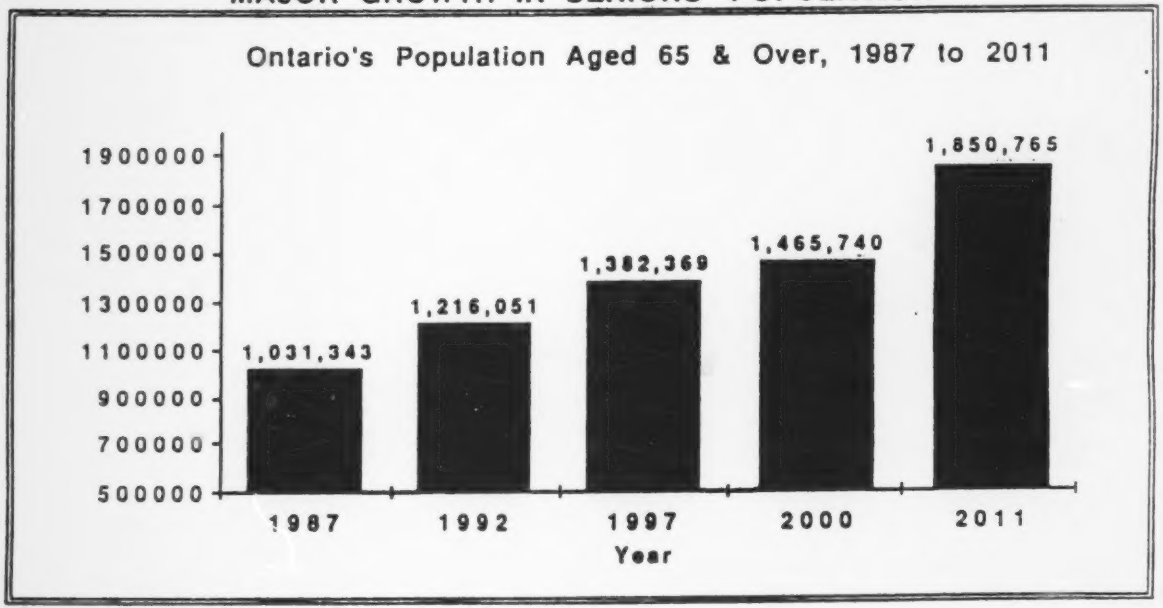
IMPLICATIONS

- Great potential exists for colleges to increase enrolment in their part-time courses.

- Significant potential also exists for colleges to develop full-time programs of relatively short duration. Colleges will need to assess how best to market such programs in terms of factors such as location of training (at the work place, at the college), scheduling (time of day, time of year), teaching methodologies, and certification procedures.

Figure 3

MAJOR GROWTH IN SENIORS' POPULATION



Source: Ontario Ministry of Treasury and Economics

BACKGROUND

- Between 1987 and 2011 the number aged 65 and over is projected to increase by more than 800,000 or 79%.
- By 2011 seniors will account for 15.6% of Ontario's population; in 1987, the corresponding percentage was 11.1%.

IMPLICATIONS

- Pressures on health care expenditures will intensify; demand for health care personnel providing services to seniors will increase. Enrolment in health science programs accounted for about 14% of total post-secondary enrolment in the college system in 1987-88.
- Seniors will represent a significant reservoir of potential labour at a time when labour shortages may exist. Short 'retraining' programs for seniors, as well as 'leisure' courses, may be in high demand.

Glimpses of the future...

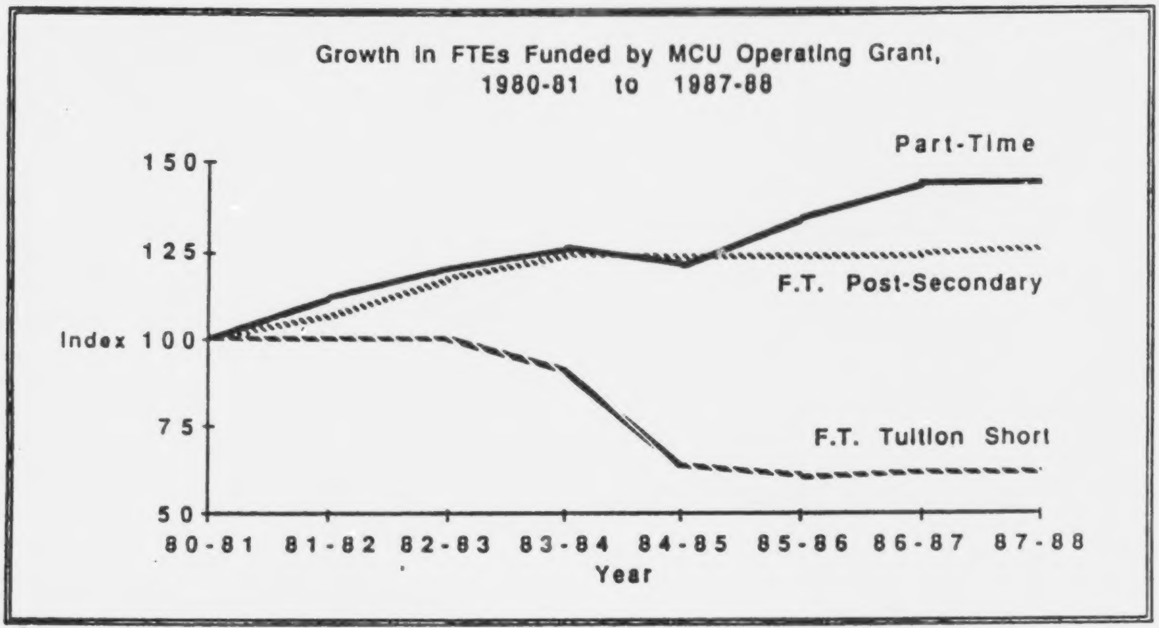
"A sample of Swedish workers were recently asked whether they had taken part in any form of education during the previous year. No fewer than 58% of professional workers, 54% of other white collar workers and 43% of unskilled workers said yes. Around 100,000 adults in Sweden are currently on university undergraduate courses, and 160,000 are back at school. A further 100,000 each year go on retraining courses. But by far the most embracing form of adult study in Sweden is the informal study-circle, organized by voluntary organizations. In 1986-87 study circles attracted 2.6m adults in a country of 8.4m people.

[...] the problem of the perpetual student should not be confused with the Swedish phenomenon of the recurrent student. Swedes are not shy to enter the work force: over 90% of men and women aged 25-54 work. Many of them sit in classrooms as well - mainly to refresh and update their knowledge. As a result, Sweden's well-educated workers are among the most productive in Europe - and the country's GDP per head is about 1.5 times the EEC average."

"Swedish Schools", The Economist, November 12, 1988.

Figure 4

PART-TIME ENROLMENT: STILL MORE POTENTIAL FOR GROWTH



Source: College Affairs Branch, MCU

BACKGROUND

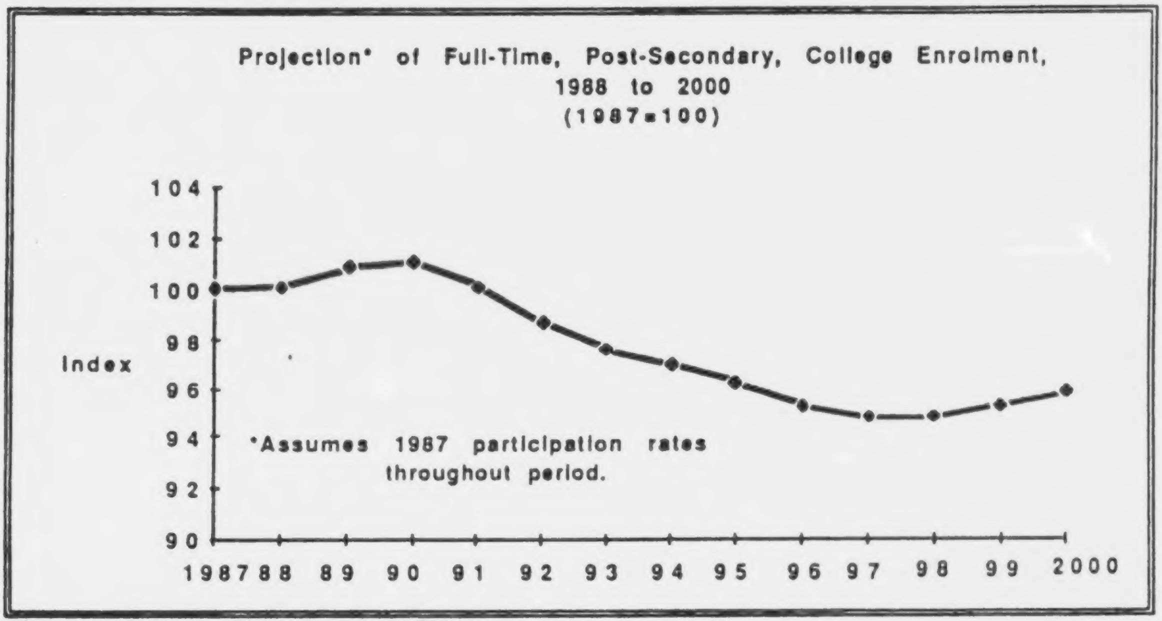
- Over the period 1980-81 to 1987-88 part-time enrolment growth exceeded full-time post-secondary and tuition short (fee-payers enrolled in federal adult training programs) enrolment growth.
- Part-time enrolment increased 44%, full-time post-secondary 26%, while tuition short enrolment decreased 38%. The decrease in tuition short enrolment reflects in part, at least, the Federal government's introduction of the Canadian Jobs Strategy program which resulted in some adult training funds being directed to private sector training institutions.

IMPLICATIONS

- **As the population ages the major source population for part-time studies will expand leading to further increases in part-time enrolment.**
- **If one assumes that 100% of part-time students fall within the age range of 25-44, then growth in the size of this population between 1987 and 2000 would lead to a 14% increase in part-time enrolment, with no change in the percentage participating. However, about one-half of the part-time enrolment increase which occurred between 1980-81 and 1987-88 is attributable to increases in the participation rate, the other half to the growth in the size of the 25-44 age group. Thus, if this trend in participation rates were to continue, the increase in part-time enrolment between 1987 and 2000 would be well beyond 14%.**

Figure 5

DEMOGRAPHICS AND COLLEGE POST-SECONDARY ENROLMENT


Projection* of Full-Time, Post-Secondary, College Enrolment, 1988 to 2000 (1987=100)

*Assumes 1987 participation rates throughout period.

Sources: College Affairs Branch, MCU

BACKGROUND

- As shown in the chart, if age-specific college participation rates remain at their 1987 levels, full-time post-secondary enrolment in the college system will be about 4% less (4,000 fewer students) in the year 2000 than in 1987.

- Enrolment in 1997, the year in which the trough would likely occur, would be about 7% below that achieved in 1984, the peak historical year for college enrolment.

- Between 2000 and 2011 enrolment will increase by about 11% or 10,000 students, again assuming no changes in the age-specific participation rates.

IMPLICATIONS

- If participation rates in full-time post-secondary programs do not increase, the impact of the changing demographics on post-secondary enrolment will require the college system's stakeholders to become still more flexible and creative in terms of funding arrangements, the allocation of resources within and among colleges, and program structures.

Figure 6: "Composition of Employment by Economic Sector" - This chart depicts actual and projected composition of Ontario's employment within primary, secondary, and tertiary economic sectors. The primary sectors include agriculture and resource based industries, secondary is primarily manufacturing, and tertiary represents the service sector. Throughout the decade of the 90s, the growth in the tertiary sector which has occurred since 1975 is expected to continue but at a decelerating pace. By the year 2000, the tertiary sector is expected to account for 69.2% of all employment in Ontario, the secondary sector 27.6%, and the primary sector the balance. In absolute numbers, only the primary sector is expected to remain relatively constant in terms of employment growth, while the secondary and tertiary sectors will add respectively 300,000 and 1.2 million more jobs by the year 2000.

Figure 7: "Enrolment in Technology Programs" - This figure depicts a major challenge to the Ontario college system in that during the decade of the 1980s, enrolments in technology programs have consistently declined, whereas job demand and thus placement of graduates from these programs has increased rapidly. Despite the labour market demand for graduates from these programs, applicants are not attracted to them, and in addition, the programs are expensive to operate and maintain.

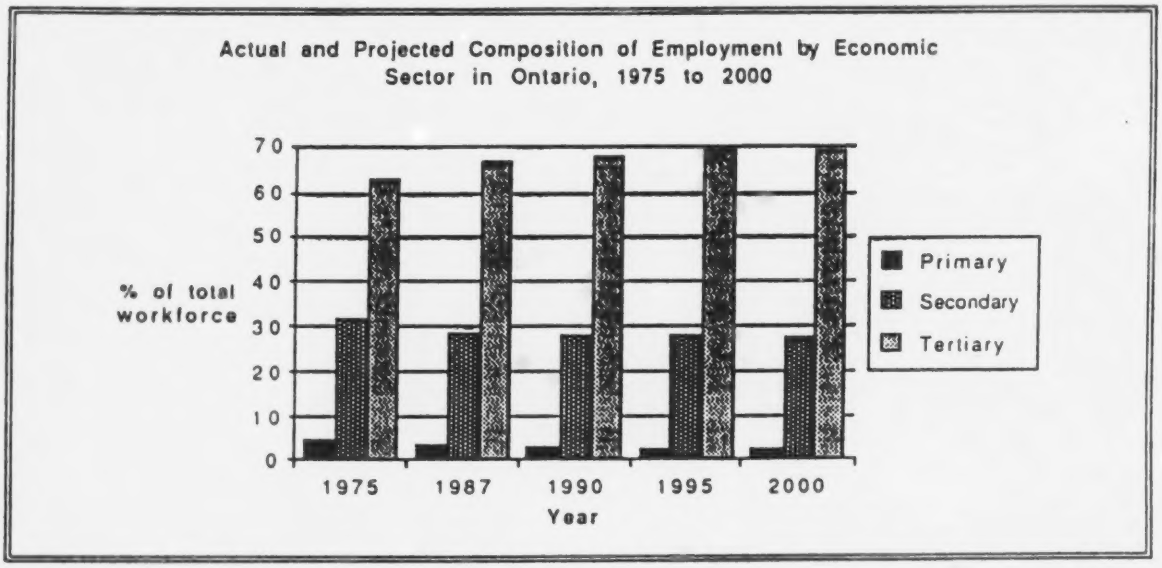
Figure 8: "Special Needs Student Enrollments" - This figure indicates the changes during the 1980s of enrolment in the Ontario public secondary schools by selected areas of exceptionality, including behavioural, learning disabled, and educationally retarded. As can be seen, the learning disabled secondary school enrolments in Ontario have increased by over 100% during the 1980s. As the students complete secondary school, there will be an increased expectation to have opportunities provided at the college level for those who are capable.

Figure 9: "Functional Illiteracy Rates" - This figure serves to illustrate the literacy problem in Canada, estimating that approximately 24% of Canadians are functionally illiterate. The College system has the capability of making a significant contribution in the area of functional literacy.

Figure 10: "Sources of College Operating Revenue" - This figure summarizes changes which have occurred over the decade of the 1980s in sources of operating revenue for the Ontario college system. As can be seen, the Ministry of Colleges and Universities grants, which fund post-secondary education, both full-time and part-time, have declined significantly (6.4%) over this time period. Grants from the Ministry of Skills Development, which funds apprenticeship training and directed Ontario government training initiatives (programs for youth, apprenticeship, basic skills upgrading, etc.) have increased substantially. The reduction in the Canada Employment and Immigration Commission grants, which funds adult retraining programs, is evident, as the federal government's initiative in the Canadian job strategies program has significantly reduced this type of funding to the college system. Tuition fees, which are controlled by the government, have also declined as a percent of revenue (3.6%). The colleges' own initiatives in selling educational and ancillary services have increased significantly, undoubtedly in part as a response to declining revenues from other sources.

Figure 6

SERVICE SECTOR GROWTH IN ONTARIO



Sources : Canadian Occupational Projection System (COPS) Databank; and Ontario Ministry of Skills Development, Adjusting to Change: An Overview of Labour Market Issues in Ontario. Toronto: MSD, 1988.

Note: See note on page 49 for constituents of primary, secondary and tertiary sectors.

BACKGROUND

- The projections are extrapolations from current trends and have assumptions about the impact of the free trade agreement built into them.

- As with Canada and the rest of the industrialized world, Ontario can expect greater employment growth in the tertiary sector relative to both the primary and secondary sectors, albeit at a decelerating pace. By the year 2000 the tertiary sector will account for 69.2% of all employment in Ontario; in 1987, the percentage was 67.0%.

- Relative to the other two sectors, the secondary sector will remain significantly more important in Ontario (27.6% of total employment by 2000) than in the rest of Canada (23.6%).

- In terms of absolute numbers of jobs, growth is projected in all three sectors. In the year 2000 there will 1.2 million more jobs in the tertiary sector in Ontario, while the secondary sector will grow by almost 300,000 positions. The primary sector can expect only marginal employment growth with just less than 4,000 jobs being created from 1987 to 2000.

IMPLICATIONS

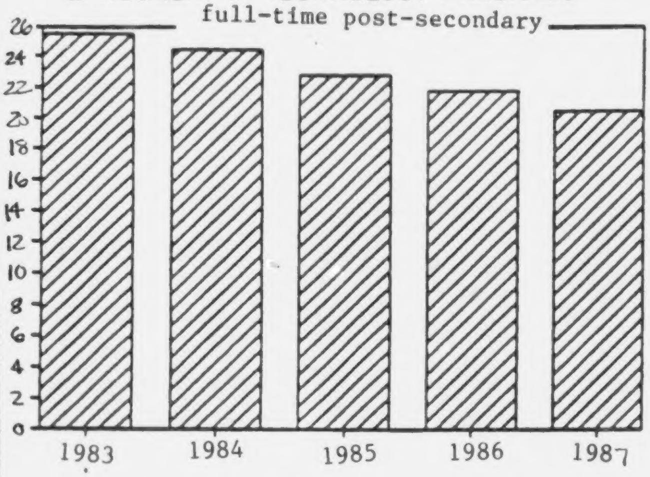
- In order to draw out the implications for the colleges of these sectoral changes in the economy, it is necessary to examine occupation by occupation projections. (See following charts.) It should be noted, however, that such occupational projections should only be used as an indicator and are problematic in at least two ways, namely: (i) in the main, such projections are extrapolations of historical trends and (ii) they do not reveal changing skill requirements within an occupation.

May 12th, 1989

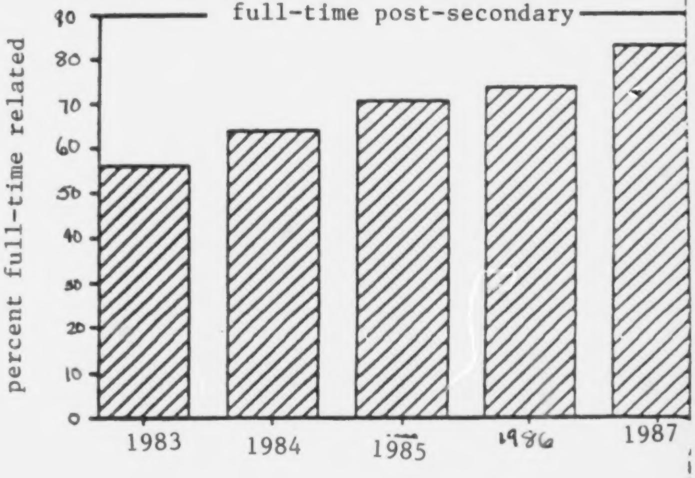
Vision 2000

STUDY TEAM #1 - PROJECT 7 - SUMMARY

DISTRIBUTION OF COLLEGE STUDENTS BY DISCIPLINE AREA AND CURRENT LABOUR MARKET NEEDS


ENROLMENT IN TECHNOLOGY PROGRAMS

full-time post-secondary


PLACEMENT RATES FOR TECHNOLOGY PROGRAMS

full-time post-secondary

BACKGROUND

- A study of the enrolment patterns within community college programs from 1983 through 1987 reveals that enrolment growth in a program area appears to be unrelated to either the placement rates for that program, or the needs of the labour market (as expressed both through unemployment rates and designated skill shortages).

- Colleges are frequently frustrated by their inability to attract sufficient numbers of students to new program areas in order to make the programs viable.

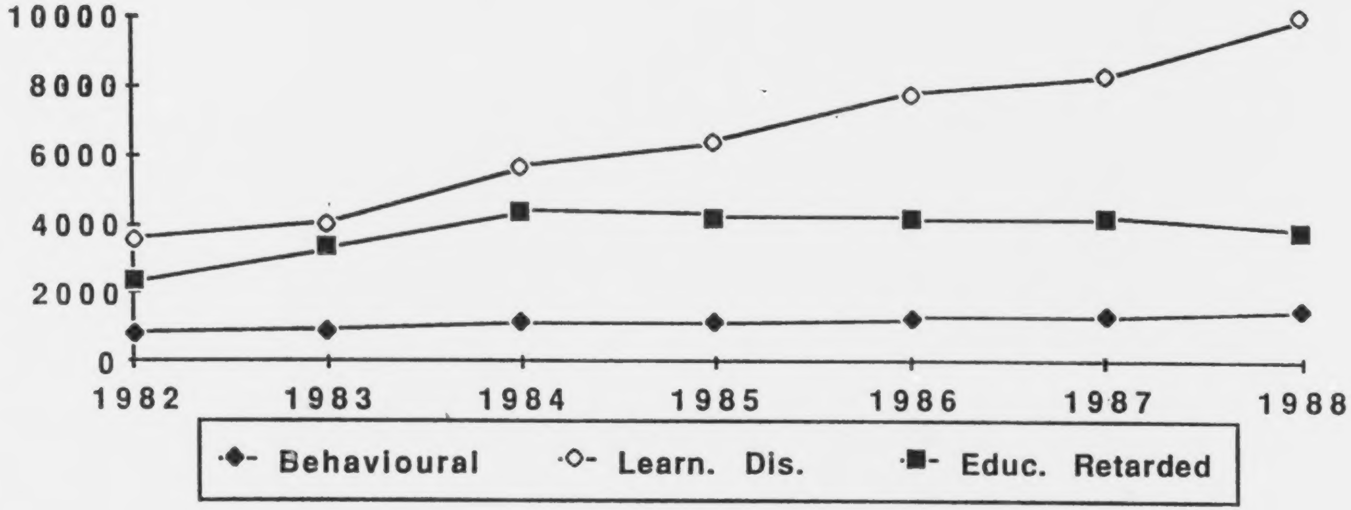
- Even though there is a demonstrated labour market need, and demand on the part of applicants for a program, colleges may choose not to expand certain programs. Frequently, the cost of the program, as compared to the funding provided, is too great to make it viable.

- The capital costs associated with many new programs are so high that it is difficult for colleges to mount new program offerings in some areas.

- Despite the foregoing, colleges have very high student placement records in terms of full-time employment in general, and with respect to full-time employment in related job areas.

Figure 8

Enrolment in Ontario Public Secondary Schools by Selected Areas of Exceptionality, Age Group 16 to 20, 1982 to 1988

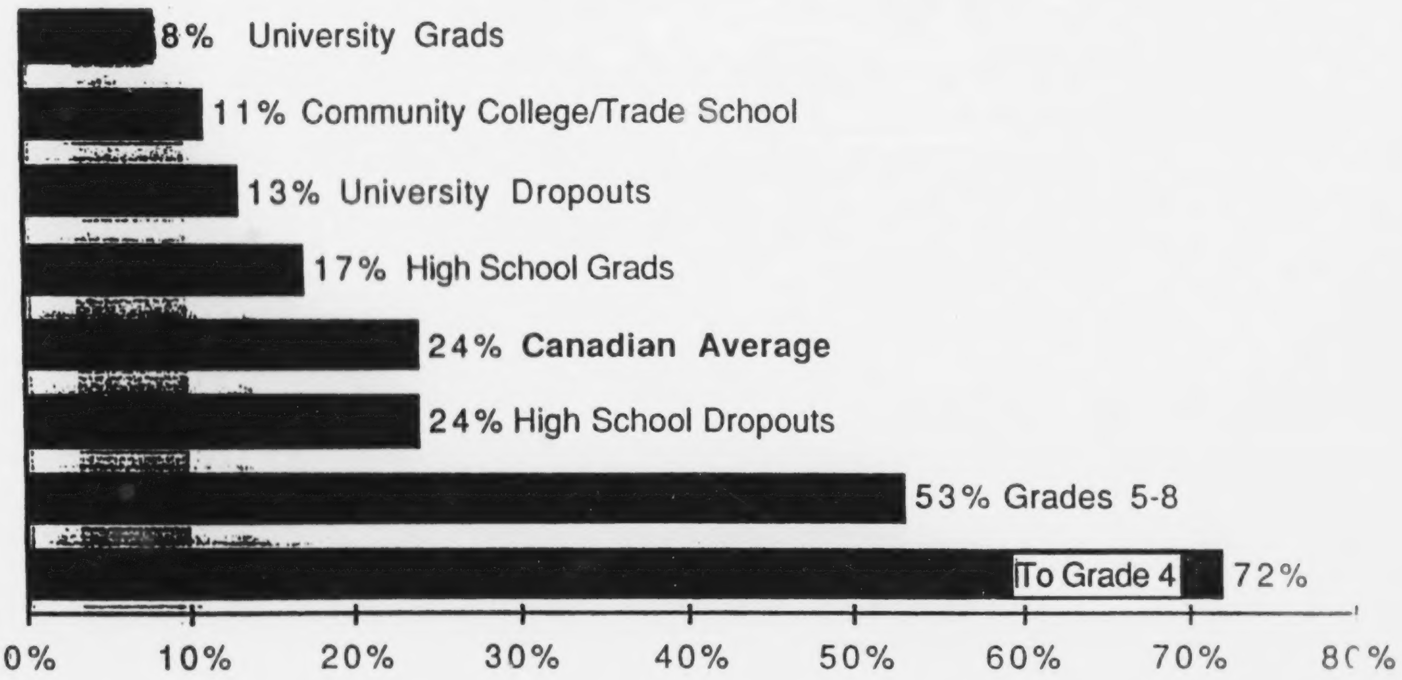


Source: Table 4.80, Secondary School September Report

352

351

Functional Illiteracy Rates by Educational Attainment, Canada



Source: The Creative Research Group

Figure 9

Sources of College Operating Revenue, 1979-80 and 1986-87

	1979-80 %	1986-87 %	% CHANGE IN SHARE
GRANTS - MCU	60.6	56.7	-6.4
GRANTS - MSD	0.9	6.5	614.2
GRANTS - CEIC	18.6	13.8	-26.2
TUITION	10.1	9.8	-3.6
COLLEGE - EDUC[1]	1.3	3.8	187.1
COLLEGE - OTHER[2]	7.0	7.7	9.7
MISC.	1.4	1.8	25.9
	100[3]	100[3]	

1. This revenue source consists of revenues colleges have obtained through contracts for educational services and special projects.

2. This revenue source consists of investment income, revenues from the sale of course products, computer revenue, premise rent revenue, and ancillary income.

3. "Flowthrough" funds such as OCAP and Futures student stipends are not included in this breakdown of revenue sources.

Source: Ontario College Information System

Figure 10

Figure 11: "Federal Training Purchases in the College System" - This figure illustrates the decrease in the purchase of federal training from the college system in the last half of the 1980s. Federal training purchases in the college system declined from 98.4% in 1985/86 to 91.9% in 1988/89. Also during that time period, the Canadian job strategies program created an indirect flow of federal training money to the college system through local industrial training councils. Thus, the direct purchase of federal training also declined markedly from 100% in 1985/86 to 72.6% in 1988/89. Thus, of the 91.9% of federal training dollars received by the colleges in 1988/89, only 72.6% of that was through direct purchases. The increased nature of the competition for these reducing dollars is thus evident. Indirect purchases also involve substantially more bureaucracy in the college system and result in less training per educational dollar than direct purchases.

Figure 12: "Private Vocational Schools in Ontario" - This figure is some indication of some of the competition for the college system and indicates the numbers of private vocational schools in Ontario in September of 1987.

Figure 13: "College Employees Age Distribution" - This figure indicates the age distribution of college faculty, support staff, and administration as of January 1, 1987, and as well, an estimate of the percentages of college staff who will be retiring by the year 2005. As can be seen in all but the support staff group, approximately half of existing staff are expected to have retired within the next 15 years. This will present a substantial human resource challenge for the college system.

Figure 14: "Post-Secondary Student Attrition" - Defining attrition very broadly as resulting from any student who enters the college and fails to achieve graduation in any certificate or diploma program at that college, attrition rates were examined during the period 1976 to 1984. This figure displays the calculated attrition rates for those students entering the college system in the Fall of 1982 and is displayed simply as a typical set of data which did not vary significantly over this time period. Overall attrition rates were 41.7%, with a low of 18.4% in one year health related programs and a high of 54.7% in three-year applied arts related programs. Attrition can be seen to be relatively constant in all program areas, with the exception of health related programs which are consistently lower by about half.

Figure 15: "Funding Per Student" - This figure depicts the provincial operating grant portion of college funding from 1978/79 through to 1988/89, adjusted for inflation. Expressed as an index, the figure shows the dramatic decline in per student funding from 1978/79 to 1982-84. It may be no coincidence that a significant strike of the faculty members in the college system occurred in 1983/84. Subsequently, a substantial increase in funding levels occurred from 1983/84 to the present. Dramatic swings of this kind in per student funding, whether they be increases or decreases, present major challenges for the system.

Percentage of Federal Training Dollars to Colleges and Other Suppliers of Training

(Estimates)

	85-86	86-87	87-88	88-89
CAATs	98.4	95.9	94.3	91.9
Other Suppliers	1.6	4.1	5.7	8.1

Percentage of Colleges' Federal Training Dollars Via 'Indirect' and 'Direct' Purchase Routes

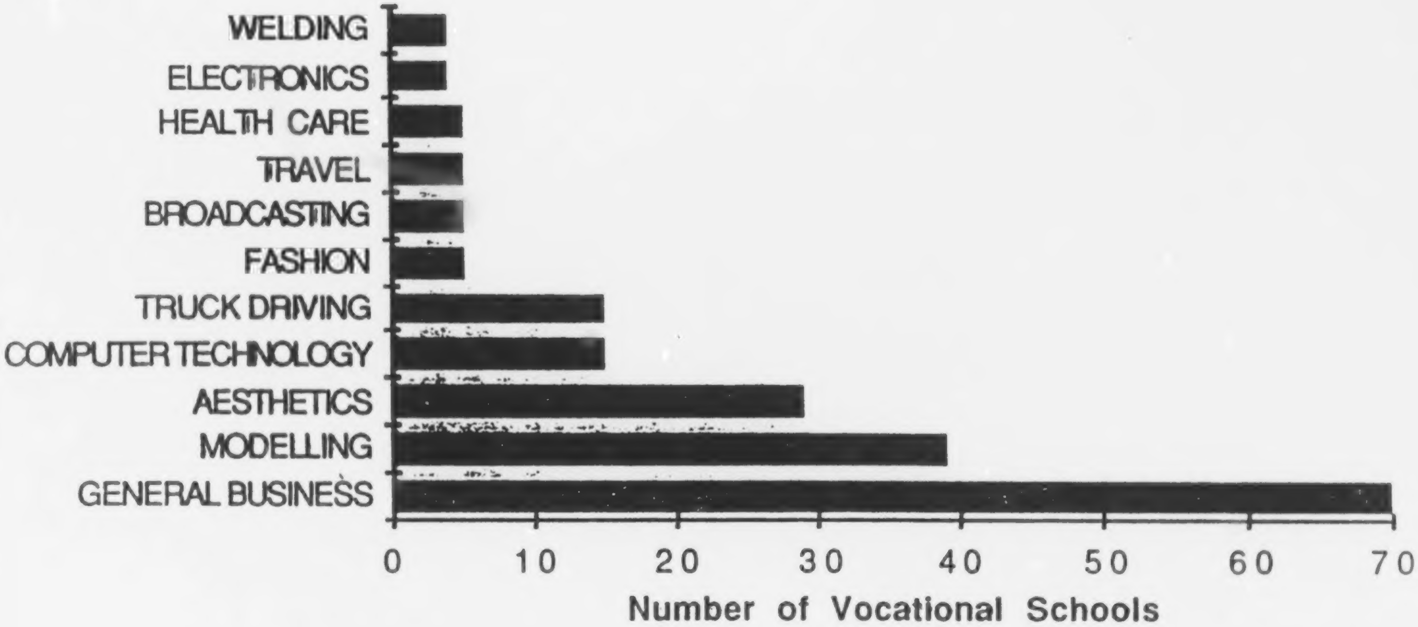
(Estimates)

	85-86	86-87	87-88	88-89
Indirect	0	8.3	19.3	27.4
Direct	100	91.7	80.7	72.6

Source: Ontario Ministry of Skills Development

Figure 11

Number of Private Vocational Schools in Ontario by Main Area of Vocational Training, September 1987



Source: Ministry of Colleges and Universities, Private Vocational Schools Unit

Figure 12

NOTES.

Statistics Relating to College Employees' Age Distribution

Age Statistics as of 1/1/1987	All	Faculty	Support	Admin.	Male	Female
Mean Age	43	44	40	44	44	41
Mode	39	43	38	44	44	40
Median Age	42	43	38	44	44	40
1st Quartile	35	39	31	38	38	38
3rd Quartile	51	51	49	50	52	49
% who will be:						
65 or older in year 2000	20%	20%	18%	22%	24%	15%
Retiring by 2005 (Assumes average ret. age = 62)	44%	49%	36%	50%	51%	37%

Figure 13

Figure 14

STUDY TEAM 1

HIGHLIGHTS
PROJECT # 17

POST-SECONDARY STUDENT ATTRITION IN ONTARIO'S COLLEGE SYSTEM

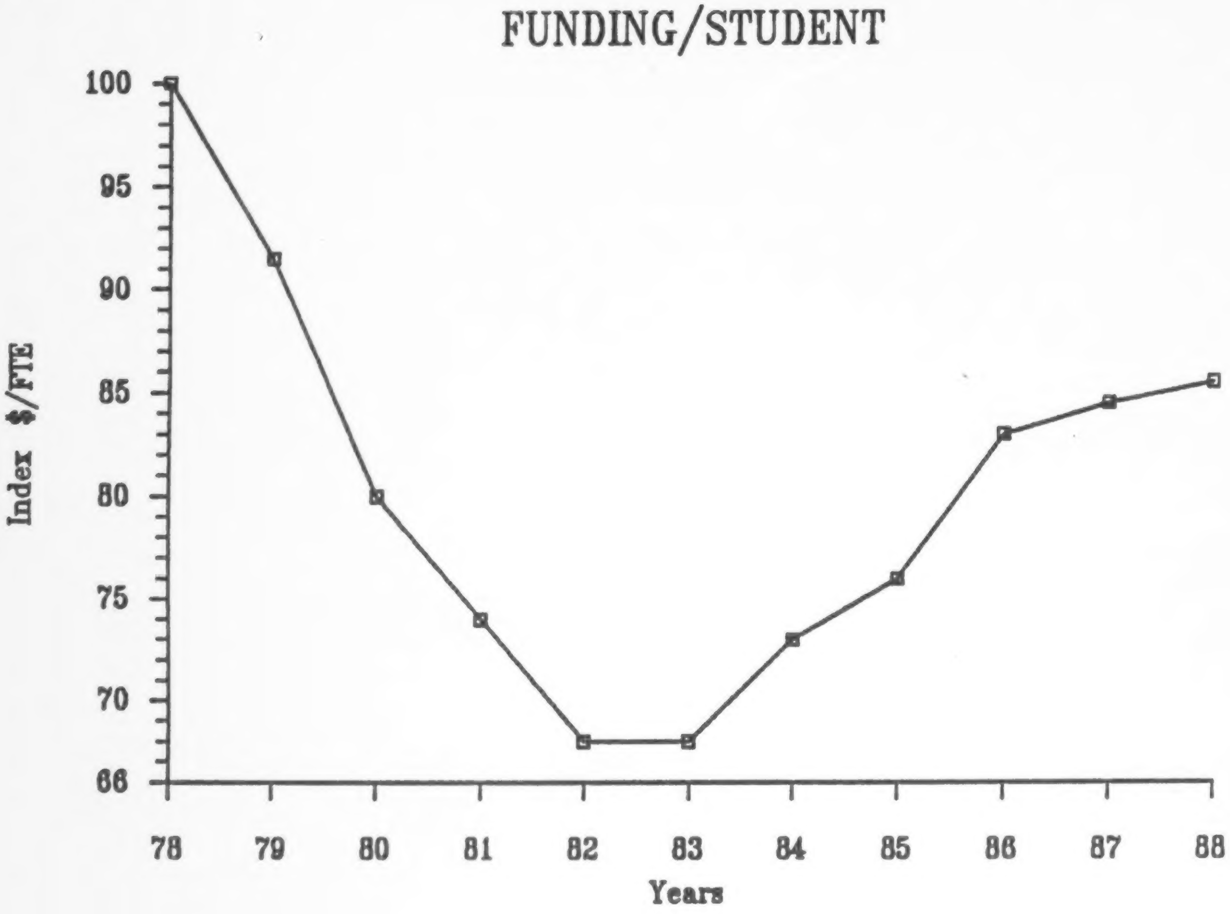
Background

Attrition Rates by Division and Duration of Program
Fall, 1982 Entry Cohort

	1 Yr. Programs	2 Yr. Programs	3 Yr. Programs	Total
Applied Arts	35.1	40.6	54.7	43.5
Business	30.4	45.1	47.6	44.4
Health	18.4	22.7	22.9	21.8
Technology	23.6	46.1	46.6	45.6
Total	26.8	42.8	44.0	41.7

Source: Ontario College Information System

- For those entering the college system during the period 1976 to 1984, it is estimated that 43% did not graduate, at least not before December, 1988.
- Within this period aggregate attrition rates varied little.
- Attrition tended to be higher among:
  - * males
    Males were 40% more likely to withdraw than females.
  - * those who have not completed Grade 13
    Grade 12 graduates were 39% more likely to withdraw than Grade 13 graduates
  - * those attending larger colleges
    Students attending larger colleges were about 10% more likely to withdraw than students attending smaller colleges.
  - * those enrolled in applied arts, business, and technology programs (i.e. non-health science programs)
    Students in these divisions were twice as likely to withdraw as students in healtth sciences.
  - * those enrolled in two and three year programs



- provincial operating grant only
- 1978/79 = 100
- adjusted for inflation

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III. Directions and Strategies

At the time of writing this paper, the final Vision 2000 report containing recommendations for future directions and strategies for the Ontario college system has been submitted to the Minister but has yet to be released. It is therefore not possible at this time to indicate specifically and directly what recommendations will be in that report. However, as the report is drawn from the five study team reports referred to in Section I of this paper, the directions and strategies recommended in these reports will be highlighted and summarized. These directions and strategies will be outlined in five areas, including program curriculum, community access, links with schools and universities, human resource development, and system planning.

III.1 Program Curriculum

Significant strategic directions emerged from the work of Study Team 2 examining the colleges and the changing economy[4]. Through extensive consultation with representatives of business and industry, it was concluded that the Ontario college system should reaffirm its mandate in serving the economic as well as the social goals of the province of Ontario. In so doing, however, it recommended the college system must shift its programming to meet the changing requirements of Ontario's economy. To respond to technological change, as well as increasing global interdependence of the economy, it is recommended that the Ontario college system must better prepare its graduates to experience future change and lifelong re-education in the workforce. Interestingly, these challenges were also identified as a major part of the work of Study Team 4[5], and this study team proposed more specific solutions to these challenges through curriculum changes which were entirely consistent with the recommendations from Study Team 2.

Philosophically, the change in curriculum recommended by both Study Teams 2 and 4 would involve a significant increase in the provision of "generic skills" and "general education" in all vocational programs, even if this can only be accomplished by reducing specific vocational skills training.

Generic skills are defined as follows: "Practical life skills essential for both personal and career success. They include language and communication skills, interpersonal skills, and basic technological literacy. They are not job specific, but are crucial to mastering changing technologies, changing environments, and changing jobs"*.

General Education is defined as follows: "The broad study of subjects and issues which are central to education for life in our culture. Centred in, but not restricted to, the arts, sciences, literature and humanities, general education encourages students to know and understand themselves, their society and institutions, and their roles and responsibilities as citizens."*

*Michael Park, "Expanding the Core: General Education, Generic Skills, and Core Curriculum in Ontario Community Colleges", Background Paper for Study Team 4, Ontario Council of Regents, 1990, p.2

Historically, when the colleges were established, the curriculum of post-secondary programs was to contain a significant component of general education. In many colleges, however, general education has been gradually reduced, if not entirely eliminated under budget constraint. The terminology was also not well defined, and the thrust in Vision 2000 is more in the direction of generic skills, as defined above. The essential purpose is to try and provide graduates with a sufficient foundation in their skill area that they can better cope with the changing job requirements which they will undoubtedly face and will be much better prepared for further education and training as needed.

A further and significant challenge, however, would be how the system will ensure that a recommendation with regard to program curriculum is in fact implemented. Heretofore, colleges have had virtual autonomy in establishing curriculum and have responded well and quickly to feedback from local business and industry in modifying the curricula of its post-secondary programs. The result is that although graduates from these programs are highly successful in obtaining first employment, the Vision 2000 process is suggesting a longer range goal which should put in place program standards throughout the province. To achieve such a goal, it is proposed that a College Standards and Accreditation Council be created, which would set standards for each program and regularly accredit these programs at each college. Such a council should include stakeholders in the college system, much as the Vision 2000 process did. Such a council, through its program accreditation process, would, in theory, ensure the appropriate generic and general education skills exist within programs and would ensure that standards of outcome for graduates were sufficiently consistent from college to college.

III.2 Community Access

Study Team 3 undertook extensive consultations with groups in the community who have traditionally been under represented within the college system. The team reviewed the needs of these diverse groups and examined the extent to which the college system has been, and in the future should be, involved in meeting these needs[6].

In general, Study Team 3 believed that inequalities of access to education have existed and continue to exist for many groups within our society, including women, disabled people, older workers, the poor, visible minorities, native peoples, and recent immigrants. Studies concluded that in the rush to serve the highly visible secondary school graduate who is not proceeding to university, these non-traditional students have been under served, and a legacy of systemic barriers for such learners has been created. The classic example cited is that the part-time student has rarely ever been accorded the same status as the full-time student. Facilities are not constructed for part-time students in general, and the funding system assumes that such students will be taught by less expensive part-time faculty and so funds them at a lower rate than the full-time student. Services traditionally provided during the daytime (counselling, placement, financial assistance, learning resources, etc.) are rarely provided to the same extent and level for the part-time student as they are for the full-time student.

Quite apart from inequality of access, a major challenge rests not simply in providing access to groups who will therefore subsequently fail but rather to provide access with the supports which provide equal opportunity for success. A classic example of access without success is the traditional full-time Grade 12 general level graduate of the secondary school system. Because the student is a "traditional" student, such students have ready access to most post-secondary programs at the college level. However, over the past years, the success of such students in completing programs is alarmingly low. Although much can be done by various colleges to accommodate such students through retention programs for the identification of problems and appropriate support services, the problem of under-preparedness of the Grade 12 general level graduate, coupled with their inexperience in coping with the amount of work necessary for academic success, is believed to be a significant factor leading to their lack of success at college.

To address these challenges, it is recommended that individual colleges be required to focus on equality of access issues through series of reports and regular monitoring which would be required by the province. Colleges would be required to develop policies in areas of race and ethnic relations, educational equity and employment equity, and their success in implementing these policies would be monitored and reported regularly. By focusing attention at each college on the equality of access issues, it is believed that systemic discrimination can be substantially reduced, if not eliminated.

It is also recommended that the college system, which has traditionally been involved in the delivery of adult basic education continue as a significant player in the delivery of this service. Problems have been created because of the many players in this field, including both the federal and provincial governments. It is recommended that provincial government should assume a broader role in coordinating the total role of adult basic education in the province, and the college should continue as a major supplier of this service. One of the clear visions emerging from the Vision 2000 process is that the broad spectrum of college services should be maintained, and colleges should continue to embrace and even expand the service provided to disadvantaged members of society.

To promote success as well as access, it is recommended that appropriate preparatory programs be available so that students who are under-prepared, regardless of the fact they may technically meet current entrance requirements, can access preparatory programming which is funded by the province before commencing a specific career program. This would clearly require more elaborate screening of entrants to programs and would require funding from the provincial government. At the present time, many colleges are circumventing this lack of funding by utilizing programs such as the General Arts and Science Program as remedial or upgrading programs.

III.3 Links with Schools and Universities

Study Team 5 focused on changes that are required in the linkages (or lack thereof) which currently exist between colleges and the secondary school system and colleges and universities7. In reviewing the linkages between colleges and the secondary school system, it was clear from the outset that very little collaboration has existed between these two systems. In part, this may have been caused by the fact that the territory was occupied since strong linkages have existed between the university system and the secondary schools. Universities historically therefore have significantly influenced secondary school curriculum. It is generally true, however, that secondary school curriculum has in little or no way been articulated with college programming, and it is therefore perhaps not surprising that attrition rates in the college system are as high as they are.

Furthermore, at the present time, only 19% of Grade 12 graduates enrol in college, and 9% of Grade 13 graduates. This participation rate is too low to meet the job training needs of the future, and even at the present time, is woefully inadequate in meeting the job requirements in most areas of technology. When these low participation rates are coupled with the poor success rate of the general level graduate, the college system is generating far too few graduates in many fields to meet the needs of Ontario's economy, even at the present time.

At the same time that numbers of entrants into many technology programs are inadequate and the preparedness of many of these students questionable, the need for more advanced technological programs is increasing. The existing technology programs have had to keep pace with the needs of business and industry. As an example, the increasing complexity of manufacturing technology has required the introduction of computer-assisted design and computer-assisted manufacturing to college programs in the last five years. Post-diploma specialty programs have begun to emerge and are likely to increase in numbers in the coming years.

In order that college education can be seen as an alternative to university education and not simply an institution one attends if one is unable to attend university, there must be opportunities for those who are able and interested at the end of their college education to proceed to degree institutions or degree completion where this is desirable. Historically, the universities and the colleges have existed as two solitudes, whereas they should be more appropriately viewed as a range of educational opportunities for the high school graduate and presented in a way that having made one choice, it is not entirely a dead end choice. Interestingly, the college system is attracting increasing numbers of either university graduates or university drop-outs. The reverse, however, is extremely difficult, as only a very limited number of agreements permit automatic credit to be given in appropriate university degree programs for successful completion of college diploma programs. In addition, many advanced programs which now exist in the college system or which are likely to come into existence in the future are at a level that would be recognized as a degree standard in many countries.

Strategically, it is recommended that coordination with the secondary schools should be encouraged and facilitated through the establishment of a provincial schools/colleges coordinating council. Such a council should specifically attempt to coordinate the curriculum between the secondary schools and the colleges and should promote specific linkage agreements between local colleges and local school boards. Indeed, the funding of such linkage agreements by the Ministry of Education this past year has dramatically increased local activity in developing such linkages. Through linkages, redundance of secondary school and college curriculum can be reduced, preparedness of students can be better ensured, and the range of college opportunities more clearly provided to secondary school students.

It is also strongly recommended that a province-wide centralized application system for colleges be introduced and in fact work on such a system is already underway under the auspices of the Council of Presidents.

Study Team 5 also recommended that the college system participate in the Prior Learning Assessment Network (PLAN), which was recommended by the recent Task Force on Access to Professions and Trades in Ontario. This system in principle would assess prior learning of non-traditional students entering the college so that appropriate recognition and credit could be granted.

The provision of access to degrees within the college system was a particularly controversial matter discussed by the Vision 2000 Steering Committee. On the one hand and at one end of the spectrum, articulation for recognition of credits is encouraged between colleges and individual universities. However, experience indicates that the negotiation of such automatic credit is extremely difficult and may be severely impacted in a negative way as the secondary school system shifts to four-year diplomas in the mid 1990s. At the other end of the spectrum, Study Team 5 considered recommendations which would permit the offering of degree programs within colleges and the possible recognition of some existing programs as worthy of degree status. A compromise recommendation will emerge with the support of the university community on the Vision 2000 Steering Committee, which although it would not see degree granting status conferred upon colleges, would either through an associationship with an existing university or through the creation of an institute without walls, provide some mechanism for degree access, where appropriate, in certain college programs. The implementation of this recommendation may prove to be one of the more interesting outcomes of the Vision 2000 process.

III.4 Human Resource Development

Statistics on the aging of college employees were generated in one of the mini projects of Study Team 1, and projections indicate that by the year 2005, approximately half of all existing members of faculty and administration will have retired. Given that it is anticipated significant changes in college operations will be desirable following the Vision 2000 process, it is recognized that to effect change, a significant commitment to professional development of staff will be necessary.

In addition to the clear need to upgrade and professionally develop its staff, the college system must model what it is preaching if it is moving program curriculum in such a way as to promote lifelong learning. Clearly then, as an employer, the system should encourage the learning of its existing staff.

In many ways, significant initiatives are well underway through the "Human Resource Development in the Third Decade" initiative of the Council of Presidents which began two years ago. In part, it is suggested that this strategic initiative be promoted and enhanced over the next decade. It may well be recommended that individual colleges should commit a certain percentage of revenues each year for the professional development of staff (a figure of 2% of annual budget has been suggested).

Support for human resource development can be encouraged through reporting and monitoring such activity, including job exchanges, work experience, leaves for faculty and administration, other professional development leaves, and international education experiences.

The Vision 2000 process will articulate the clear need for university graduate level programs in Ontario for both faculty and administration. Interestingly, the university community has not responded to this need, with the result that more and more colleges are entering into relationships with universities in the United States (for example, Central Michigan University) to provide graduate programs in education on the campus of the local college. U.S. universities have been significantly more responsive to this need than their counterparts in Ontario.

III.5 System Planning

One of the observations of Study Team 1 was the significant amount of simple research work to identify strategic issues that was possible at little incremental cost. Through the use of college staff members willing to serve on Study Team 1 and undertake such studies and as a result of very extensive system-wide data available through the Ministry of Colleges and Universities and the cooperation of Ministry staff, such projects could be undertaken and brought to completion. The Ontario system is probably exemplary in terms of the availability of system-wide data but falls short in producing useful strategic analyses of this data to assist the system in its future planning.

Study Team 1 therefore recommended that a college system strategic planning group be established, to be structured much along the lines of Study Team 1 and to capitalize on the system data which is available. At virtually no incremental cost to the college system, such a group could continue to analyze and identify strategic issues in the future as they arise and provide brief reports for the colleges and the Ministry on an ongoing basis.

One of the most crucial strategic issues of course is the level of funding provided for post-secondary programming, and an examination of the history of funding per student in the Ontario system shows that extremely wide swings have occurred both up and down over the lifetime of the system. A strategic planning group should closely monitor funding levels per student, and by so doing, can raise significant warnings which arise when the funding per student becomes sufficiently low that institutions must start considering trading off academic quality against student access to programs. It is, in fact, recommended that attempts be made to define a funding per student floor below which a trade-off of access or quality would become necessary. This could allow appropriate pressures to be brought to bear provincially concerning necessary funding, or failing a response in that area, allow the system to consider limiting access rather than reducing quality. Historically, the first faculty strike occurred at a minimum in the level of funding per student, and a large part of the cause for this labour disruption was undoubtedly the trade-off of educational quality which had been occurring for the preceding four or five years. In retrospect, it would appear this significant conflict might have been clearly foreshadowed, if not averted.

It has also been recommended by Study Team 1 that sources of funding through tuition fee levels and private funding, including fund raising, be reviewed in the full knowledge that either of these sources of revenue have significant disadvantages if the system moves proactively in an attempt to increase them.

IV. Conclusions and Comments

Commenting firstly on the process of Vision 2000, there were a number of very obvious positive aspects to it. The involvement of all of these stakeholders has ensured that the outcome is widely accepted, and the recommendations approved by the Minister have a greater chance of being embraced. In many ways, a number of the strategic directions are already being implemented in the system. One of the stated original objectives of the Vision 2000 process was that "the process is the product". Because of the wide involvement of many people currently employed in the college system, the process has indeed been the product insofar as it has already stimulated strategic thinking, appropriate responses, and underlined those strategic directions which had already begun. In addition, the extensive environmental scanning data and research papers have provided for the college system a wealth of information which can assist local colleges in their own strategic planning, even if none of the recommendations of Vision 2000 were to be accepted. Speaking as an individual who was involved significantly in the entire process, it has been a valuable professional development experience well worth the time involved. It is also particularly noteworthy that the process was complete four months after the original highly optimistic timeline of one year. Taking into consideration that the process underwent a four to six-week delay as a result of the faculty strike, this is a singular achievement.

In retrospect, if the process were to be repeated, some improvement in the efficiency and effectiveness of the very large steering committee might have been achieved with less of a time involvement near the beginning of the process and increased time availability to debate and discuss the recommendations near the end of the process.

Another stated objective of the process was to bring the college system more fully into the view of leading politicians and members of the media in the hope of enhancing the image of the system and gaining more public support. The extent to which this objective has been achieved can only be measured with time.

With regard to the challenges identified in the process, they are undoubtedly very real, and the strategic directions recommended if successfully implemented should address these challenges. One of the drawbacks of a highly participative process involving many representatives of all of the stakeholders is that compromise is inevitable. Whether some of the mechanisms recommended to achieve the intended strategic directions are the most effective or are sufficiently bold is perhaps debatable. For example, the compromise in addressing college/university linkages will undoubtedly be far from an extremely bold suggestion that would change the system in a dramatic way. A number of the mechanisms recommended involve increased bureaucracy with the establishment of province-wide councils and committees which cannot guarantee the intended outcomes. For example, the recommended changes in program curriculum will only be achieved if the individual colleges actively desire and seek the change, regardless of the external accreditation mechanisms which may be put in place. The colleges have been tremendously successful to date in meeting and responding to the educational needs of businesses and industry in their local communities, and there may be significant reluctance in weakening that influence on program curriculum. To date, Program Advisory Committees continue to recommend increased specific vocational skill training when reviewing local college programs, and the need for generic and general education training has not been recognized by these local advisory committees.

Some of the recommendations, to be properly implemented, would require additional government funding, and in the past several years, the college system has had difficulty attracting sufficient funding to offset inflationary cost increases. Whether the information provided through the Vision 2000 process and the message from the Premier's Council studying the future of Ontario's economy and the educational needs reinforce to convince the provincial government to place a higher priority on funding for the Ontario college system remains to be seen and will determine some of the outcomes. A significant number of recommendations and strategic directions, however, can be implemented without new government funding, and if the system is convinced of the appropriateness of these recommendations, they can be implemented to address the challenges facing the college system now and in the immediate future.

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Employers Speak Out

Employers Speak Out

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Purpose

The purpose of Lane Community College's Employer Study was to solicit employer evaluations of selected vocational programs. It was a third party perception check of the effectiveness of eleven vocational programs. The information gathered through this study was used to validate internal evaluations and to verify advisory committee perceptions of how well the programs were meeting the needs of local employers. The results of the study are being used to "fine tune" the focus of the vocational programs. This spring the study was used to allocate federal vocational education funds and distribute general fund monies for capital equipment.

Background

Lane has a long history of gathering feedback from employers on program effectiveness. One of the primary methods has been annual employer follow-up studies, linked to annual student follow-up studies. When a former student indicates that he/she is employed in a job related to his/her LCC training, the employer receives a written questionnaire. The questionnaire deals with four specific areas:

- personal skills (e.g., punctuality, work ethic, interpersonal relations).
- general technical skills (e.g., reading, communication, computation).
- vocationally-specific skills (e.g., technical skills).
- suggestions for improvement.

While the annual employer surveys have excellent response rates (between 65-75 percent), they tend to be underutilized at the program level. Some of this underutilization is due to poor dissemination of information and some to the low numbers of employers responding for each program.

A second way in which employers have been involved in assessing program effectiveness is through the comprehensive program review process. Comprehensive program reviews are conducted on all vocational programs on a regular basis and involve four primary steps. First is the gathering of quantitative data, such as enrollments, number of majors, employment projections, number of graduates, and job placement rates. The second step involves a self-study approach. The self-studies are conducted by a project team which includes program faculty, administrators, lay advisory committee members, and students. The self-study addresses the curricula, staffing, facilities, equipment, service to special populations, and community and industry needs. Through representation of the lay advisory committees, employers provide feedback on each of these areas. The third step is completed by an external evaluator who examines the program's curricula, facilities, equipment, and staff. The evaluator submits a final report to the Vice President for Instruction on his/her findings. In the final step of the process, an audit team examines all of the information (i.e., quantitative data, self-study results, and external evaluator results). The audit team provides a report to the Vice President for Instruction highlighting the strengths of the program, areas for improvement, and recommendations concerning program status.

The results of recent comprehensive program reviews were used to identify programs for the Employer Study. Eight of the eleven programs chosen for the focus group study were ranked below 4.0 on a five-point scale. These programs needed further study in the areas of general image and community support, skills needed by employers, and LCC's role in meeting employer needs.

Methodologies

A decision was made to use an external research firm to conduct the study. This decision was based on three primary reasons. First, it was felt an external firm would lend **credibility** to the project. Secondly, due to the sensitive nature of the study, it was essential that there be a high degree of **objectivity**. Thirdly, maintaining **confidentiality** was crucial, as many of the employers were concerned about having specific information linked to them and transmitted directly to program staff. Our community is small, and the employers wanted to be able to retain good working relationship with LCC staff.

In selecting the external research firm, seven criteria were considered. They were:

* **Expertise.** It was critical for the research firm to have a good "track record" in the kinds of methodologies being considered. For example, it was decided to use focus groups, so it was critical that the firm had successfully conducted focus groups. The focus groups would be based on the results of either personal interviews or a written questionnaire. Therefore, the firm also needed experience in those areas, understanding the power and limitations of each method. Finally, the lead researcher must have excellent written, verbal, and interpersonal communication skills.

* **Familiarity with education.** Ideally, the research firm would be familiar with community colleges or two-year training programs. The researcher needed to understand the type of clients served, the type of programs offered, and the general "education-eze" of our business.

* **Availability.** The project was to be completed between August and October 1989. Therefore, the research firm needed to be available during this time.

* **Proximity.** A firm located within the college district was sought for two reasons: (1) to support businesses within our district and (2) to ensure easy and frequent contact.

* **Cost.** The budget was limited ($20,000), requiring the funds to be stretched as far as possible.

- **Rapport.** The relationship with the research firm was to be a "two-way street" or partnership. There needed to be good rapport and interaction between the firm's research staff and LCC staff.

- **Interest and enthusiasm.** Since this was the first time Lane had undertaken a project of this magnitude and type, we were excited about its potential. Hopefully, the firm would be equally excited and interested in the results and their utilization.

As a result, the college hired Mar%Stat Market Research and Analysis firm of Eugene, Oregon.

The first phase of the project involved personal interviews with employers throughout the district. Fifty employers were interviewed representing fourteen different industrial classifications. Each employer had prior experience in hiring or using former LCC students. The purpose of the personal interviews was to guide the design of the focus groups. Through the interview process, common key concerns were identified for further exploration in a group discussion format. The content of the interviews included four primary areas:

- general awareness and image of LCC's training programs.
- assessment of LCC's training programs.
- job related skills needed by employers.
- suggestions for improvement.

The results of the fifty interviews provided information for the basic design of the twelve focus groups.

Richard Krueger defined focus groups as "...a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment." Six limitations on focus groups were considered prior to the final decision.

1. Less control can be exercised in a group interview. It is easier to direct and control discussions in a personal interview setting than in a group.

2. The data are difficult to analyze. In group discussion, the data are often contradictory and confusing. Therefore, analyzing focus group results requires looking at the total picture rather than individual comments.

3. Focus groups require trained interviewers. The moderating function of a focus group cannot be taken lightly nor is it an easy task. It requires skill in group discussion and the ability to understand and impact group dynamics.

4. It is often difficult to assemble groups. It is time consuming to identify potential participants and arrange schedules.

5. A conducive environment is essential to a successful focus group. The room in which the group is held must be comfortable and allow for an appropriate arrangement of participants into a circle or semi-circle. In addition, it must be easily located and centrally

located. It also is important to provide food and some sort of incentive for the participants.

6. Groups vary greatly. When conducting a series of focus groups, the groups were likely to vary from very lethargic to very boisterous. A skilled, flexible, moderator was essential to elicit the same type of rich in-depth information from all types of groups.

By selecting an outside research firm with extensive focus group experience, these limitations were controlled.

Lane ultimately decided to use the focus group approach because of six primary strengths:

1. The ability to gather in-depth, qualitative information on employers' attitudes, knowledge, and needs.

2. The flexibility allowed by the focus group discussion format. The format allows unanticipated issues to be probed in greater depth.

3. The strength of group interactions. By virtue of the fact that employers were in a group situation rather than an individual situation, the shared insights would be more dynamic and reactions of greater depth.

4. Perceived face validity of the information. Focus group results **look** valid. Because the participants open up and share information as they are not able to do in paper and pencil surveys or in personal interviews, the comments are very believable.

5. There would be a high yield of information at a very low cost. For approximately $1,800 per program, Lane gathered a greater amount of information than would have been gathered through more traditional approaches.

6. The ability to get results quickly. Focus groups can be conducted in a fairly short time frame with the results available immediately.

Twelve focus groups were conducted. Eleven groups dealt with specific vocational programs, and one group involved graduates of those programs who had worked in their field of training. The twelve focus groups were:

- Auto Body & Fender.
- Business Management.
- Data Processing.
- Dental Hygiene.
- Diesel/Automotive Technology.
- Food Services.
- Industrial Maintenance.
- Office Management.
- Radio Broadcasting.
- Technical Drafting.
- Welding.
- Former students.

Focus group participants may or may not have had contact with LCC, (with the exception of former students). Each group tended to have a balance of employers who had had some contact with LCC and those who had not had any. Each group had up to fifteen people representing the particular occupational field under examination. Each group was led by a trained facilitator. The same moderator was used for all twelve groups, so there would be continuity across groups. Each focus group was videotaped to create transcripts and provide the college with a permanent record. There was a viewing room from which the groups could be observed on closed circuit television. Each group was also provided with appropriate "munchies", and each participant received a $20.00 gratuity.

The focus group discussions revolved around four primary areas:

1. Awareness and image of the specific vocational program.
2. Involvement the program has or should have with employers (e.g., networking, student internships).
3. Program specific questions (e.g., needed technical skills, equipment and facilities, labor market needs).
4. Appropriate promotional techniques.

The roles of the consultant and LCC staff were clearly defined prior to initiating this project. The **consultant** was primarily responsible for the study's plan and implementation, personnel, general logistics, and the final products. The research firm provided the following personnel:

- lead researcher.
- interviewer for fifty personal interviews.
- focus group moderator.
- recruiter of focus group participants.
- camera operator.
- clerical support.
- researcher to create transcripts, analyze results, and prepare the final report.

The research firm provided travel expenses for the interviewer and the focus group moderator, the focus group and observation rooms, food, and gratuity for the participants.

Four major products were delivered to the college by the research firm. They were:

- videotapes of the twelve focus groups.
- transcripts of the 50 personal interviews and the twelve focus groups.
- written final report.
- oral presentation of findings to the college's line officers.

College staff was directly involved in the planning, design, and implementation phases of the project. Staff provided advice on instrument development for the personal interviews and focus groups and had final approval of all instruments used. Staff identified possible employer contacts for the researchers to pursue. These contacts came from previous employer follow-up studies, employers who were known to have used student interns, and recommendations from vocational program staff members. The college staff were responsible for gathering program-specific questions to be used in the focus groups. Each program provided four-to-six questions. Two staff members observed the focus groups as they were occurring, thus allowing each group to be debriefed with the lead research and the moderator immediately after the group's conclusion. In the early stages, modifications were made in the focus group format or process. Finally, the college staff were responsible for the final distribution of results. Initially, this distribution included information to the line officers of the college and supplying the program-specific information to the vocational program staff.

Results

The following recommendations and conclusions were drawn from the 50 **personal interviews** conducted with local employers:

1. There is high awareness of the vocational training programs at Lane Community College, and a fairly positive perception of the quality of the training programs. However, employers felt the graduates appeared ill-prepared for the "real world" of business.

2. Employers are not only concerned that graduates know how to perform well on the job, but are also concerned about other aspects of their training, such as accepting responsibility, business protocol, punctuality, willingness to learn, positive work attitude, team spirit, and ability to listen and to follow instructions.

3. Lane's training programs were rated above average in comparison to other training programs from which respondents had recruited graduates.

4. When respondents were asked for suggestions on how LCC could improve its comparative rating and thereby motivate employers to choose LCC graduates, several ideas emerged: (a) stay in close touch with local employers about current needs; (b) produce interesting, informative, up-to-date materials that keep employers informed; and (c) involve students more deeply in work-study or on-the-job training.

In addition to the personal interviews, 11 **focus groups** were held. Each focus group was made-up of 9-15 local employers. The following recommendations and conclusions reflect the concerns of the focus group participants.

1. **Awareness of LCC Vocational Programs.**
   Awareness of the vocational programs is good. Most respondents in each group were at least aware of the LCC vocational training program, and many had been involved with one or more aspects of the program, such as using an intern or serving on an advisory committee.

   All focus group respondents generally agreed that LCC must increase its program familiarity through one-on-one personal contacts with instructors, students, and administrators. These contacts should take the form of "sales calls" in which instructors visit businesses, solicit information on their wants and needs, arrange internships, and discuss program services.

2. **Relationships Between the Employer and Vocational Programs.** Most of the problems identified during the course of the focus groups appeared to stem from a lack of good communication between LCC and the business community. This leads to the conclusion that the advisory committee system does not satisfy the concept of "networking," as the employers perceive it. The advisory committee system must be re-examined to see if it is assisting in shaping curricula, soliciting industry assistance, determining industry needs, and maintaining open communications.

   Respondents from every group felt it was important for LCC instructors to visit businesses on a regular basis in order to maintain an awareness of what's currently required and how the industry is changing.

   Internships are viewed as a very desirable and useful part of the learning process. Panelists felt internships provide students with an overview of work that classroom study does not provide.

3. **Perceived Competence of Vocational Instructors.** Respondents were fairly consistent in their feelings that these vocational programs failed to adequately reflect local market conditions. Respondents challenged the instructors to continually establish their competency by returning to the "real world" and working in the business environment for a time.

   Respondents felt strongly that it is the responsibility of a good training program to instill in its students a sense of work ethic, human relation skills, logic and problem solving, communication skills, reading skills, mathematics, office decorum, responsibility, proper dress and grooming, attitude, and customer service.

   Screening entrants for basic skills and flunking students who do not perform were both offered as ways to improve the reputation of the program and its graduates.

   On the whole, the LCC vocational training facilities rate well. Some respondents even complimented LCC on having better equipment than many local businesses.

4. **Employability of Vocational Program Graduate.** LCC graduates are generally perceived by respondents to be only slightly better than anyone else in the area of employability. Students are cautioned not to enter the real world believing they are a finished product.

   Employers placed a high level of importance on internships as a way of introducing graduates to the rigors of real work, while giving employers a chance to appraise student performance.

The "real world" contact for students can be achieved through internships, business visitations, guest lectures from business owners, lectures from graduates who have been in the real world for a few years, and participation in business organizations.

Conclusions

The focus groups were very valuable for gathering information on program effectiveness. As an institutional researcher and educational administrator, we highly recommend their use. Based on Lane's experience, the following recommendations are made.

1. Use an **external consultant**. This reinforces the importance of the study and allows employers to maintain a degree of confidentiality. For these reasons the external consultant proved to be most valuable.

2. Maintain **tight control** over the design and process. It is particularly critical to maintain final approval of the interview and focus group questions.

3. Work closely with vocational programs. **Advanced briefings** should be held with program staff to discuss the rationale purpose of the study and how the results would be used. It is also essential to provide sufficient lead time to program staff to develop appropriate program specific questions.

4. Provide **"up front" visibility** to the project. Consult with vocational program staff early in the design phase and involve lay advisory committees in discussions of the project.

5. Broadly **disseminate** the results in a timely fashion. At a minimum, there should a verbal report of the findings to the line officers of the college, to program staff members, and to the Board of Education. A summary of results should be placed in appropriate staff newsletters or research bulletins.

6. **Integrate** focus groups into ongoing processes. Focus groups should be part of the planning, program review, and resource allocation processes.

While causing some fear, concern, and trepidation, this project had a positive impact on the institution. It increased the college's visibility in the community and reaffirmed the college's intent to meet the needs of our employers. It drew attention to the critical nature of the emerging workforce skills and reinforced the need for our vocational programs to remain current.

Focus groups can be used effectively to allow employers to "speak out" in new, productive ways which will benefit both the college community and employers.

Office of Instruction
Office of Research, Planning, & Evaluation
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